



Class PE 1111

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THE PROGREDIOR SERIES

THE ANALYSIS
OF THE
ENGLISH SENTENCE
WITH SUPPLEMENT

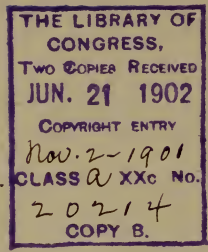
BY
MARION NELSON BEEMAN

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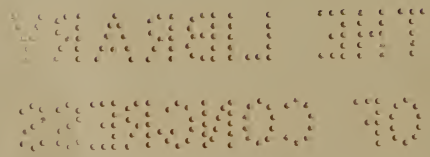
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TO MY CHILDREN,
LESTER, IVA, ROY, AND MARIE,
AS REPRESENTATIVES OF THAT CLASS OF BEINGS
IT HAS BEEN MY DELIGHT CONSTANTLY TO
SERVE FOR THE LAST TWENTY YEARS,
THIS BOOK IS LOVINGLY
INSCRIBED

P R E F A C E.

It is intended that this little book shall tell its own story. It is denied that Grammar should be a discussion of only the forms of language. To ignore meanings and relations of meanings as expressed by language forms is to rob this most useful branch of all but the most absolutely voluntary interest.

It is argued by many prominent educators, that to carry grammar studies into the realm of thought is to encroach upon the province of logic. But is that a valid argument against considering thought in grammar studies? The unit of language study is the sentence. The purpose of logic is to discuss the reasoning process, to secure correct reasoning,—and the unit of reasoning is the syllogism. Grammar studies the notion and the judgment, and ends in the expression of the judgment, that is, the sentence. Logic studies the notion and the judgment that it may prepare for the clear grasp of the reasoning process, which process finds its expression in the syllogism.

The final aim of grammar is the mastery of the judgment thru the form (the sentence) used to express the judgment.

PREFACE

There is no value in the form except as it is the expression of a meaning. We study words as expressions of ideas. The mind in the act of thinking observes relations of ideas in such a way as to form judgments. Judgments are the results of thought, or thinking. By the sentence, the judgment is expressed. If the sentence does not express to us a judgment, the sentence is worthless to us. We must study the judgment thru the sentence, if we would derive any real benefit from the study.

True, some time must be given to the mastering of what custom accepts as correct form. This is the drudgery of this branch. Unless the teaching of these forms is skillfully handled, most of the interest in the study dies here. To insure a continued interest in the studies of these forms, *meanings must be involved*. Meanings will, when grasped, never fail to command interest.

The judgment and its expression, the sentence, constitute the basis, aim, and end of the following course. All the studies of form are subservient to this end. All the forms of our language may be taught incidentally by their uses in the language and composition work in the grades below the eighth. The teacher who *knows* the proper usages can secure the proper usages by the pupil, incidentally, along the line of the course, in the early grades. Let this be done.

This book is intended for the final year in the grammar studies. Eight-year pupils grasp it quickly and easily, as has been duly demonstrated with classes, by the author. Here is presented a close study of the judgment thru the sentence in all its various forms. The Verb is shown to be

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the point of departure in almost every variety of sentences, so far as their nature is concerned. "Significance thru form" is the key-note of this course. Divorce form from meaning, and you take the very soul out of the study. Invest every form that our language has assumed with a clearly-cut significance, and grapple with this significance, and the study of grammar furnishes its own inspiration.

MARION NELSON BEEMAN.

INTRODUCTION.

The key to an easy mastery of the content of the English sentence, as discussed in the following course, is an exact understanding of the nature of ideas and of the judgment. A knowledge of the idea is first necessary, as ideas are the ultimate elements of the judgment. The child of the seventh or of the eighth grade can be led to recognize the idea by the use of concrete objects.

First—A conscious image of common objects must be revealed to the pupil.

Second—A consciousness of the obvious attributes of these same common objects must be made known to the pupil by observation and recognition of the same in the objects.

Third—A relation of agreement must be recognized between the substance and the attributes of the substance.

Fourth—There must be a recognition of the fact that the mind holds before it the image of the object together with a consciousness of the attribute, and that the mind decides that the attribute is true of the object; that is, that there is agreement, or congruity, between the attribute and the object.

Fifth—By a simple kind of mind-action called thought, or thinking, we decide that the attribute, the idea of which we hold before the mind, belongs or does not belong to the sub-

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stance, the image of which the mind holds. (We use the term "image" in the sense of an **idea** of such material things as can be **imaged** by the mind. These processes must be confined to concrete objects and their attributes, at this stage. Spiritual substances and their attributes are higher up along the line of intellectual attainment.)

Sixth—The elements employed in thinking, together with the result of that mind-action called thought, are a judgment. The judgment consists of the idea of the object, the idea of an attribute, and the idea of the relation of agreement (or disagreement) between the attribute and the object.

Illustration: "Crayon" is the expression of an idea of a substance. "White" is the expression of the idea of an attribute. "Is" is the expression of the relation of agreement between the idea of the attribute expressed by "white," and the idea of the substance expressed by "crayon." "Crayon is white," is the expression of a judgment; and "Crayon is white," is a sentence. A sentence is, therefore, the expression of a judgment.

Seventh—Method of presenting ideas to the mind of the pupil:—

1. IDEAS OF SUBSTANCES: Hold up a familiar object, say, an apple, so that it may be distinctly seen by the class. Ask the class to note the object. Withdraw the object from view. Ask: "Can you picture to your minds the thing I showed you?" "Shut your eyes and try to recall the form of the object you saw." "Was it a **real** apple you recalled?" "No, not a **real** apple." "Do you know any name for the thing you saw in your minds?" "What was the thing you

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saw **like**?" "It was **like** the apple you showed us."
"Then it was not a **real** apple, but it was an **image** of an apple—an **idea** of an apple."

"Now, where was the **idea**, or **image** of the apple before you **told** me what it was you saw?" "It was in my mind."
"Did you **know** it was in your mind?" "Yes, I knew it was only in my mind."

2. IDEAS OF ATTRIBUTES: Hold up to view the apple again. Require the class to note the color, shape, or any noticeable attribute. Ask: "What peculiarity did you note? Say it in one word." Now use other objects in the same way, and repeat the process till the notion of the attributes of material objects is clearly understood by the pupil.

3. IDEAS OF LIMITATIONS: Ideas of Limitations are such as are expressed by limiting and specifying adjectives, by all adverbs except adverbs of manner, and by the four kinds of objective elements. Only those limiting ideas expressed by limiting and specifying adjectives need be used in this connection, as only these are needed in beginning with the very simple judgments.

Hold up four crayons, and require pupils to note the **number limitation** of the objects. "How many?"—Do not require an answer. Repeat with different numbers and with other objects—two pencils, six foot-rules, etc.

Hold up John's book. "Whose book?" etc., to develop the idea of the **possessive limitation**.

Place a book in the pupil's hand, and place another on the table. "Which book?"—to develop the idea of the **specifying limitation**.

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Note now that there are three kinds of ideas of limitations developed, as follows :—

1. Number limitations.
2. Possessive limitations.
3. Specifying limitations.

The first are ideas of the “ How many ? ” of objects.

The second are ideas of the “ Whose ? ” of objects.

The third are ideas of the “ Which ? ” of objects.

When the pupils have gained a clear recognition of the above-named kinds of ideas—ideas of substances, of attributes, and of limitations, they are ready to proceed with the simplest judgment, and then to the study of the expression of this simplest judgment—which is the simplest form of the sentence. The teacher may proceed somewhat as follows :—

Hold up an apple. Pupils glance at it. Remove it from view. Require no answer as yet, but ask each to fix in mind what the object presented is.

Hold up the apple again. Require pupils to note some peculiarity, or attribute of the object before them. Require no answer as yet, but ask each to fix in mind one attribute of the object he has seen. “ Now note, pupils, that you hold in mind an image, or idea, of an object and also an idea of an attribute of that object. Now I wish you to decide whether the object you think of possesses the attribute you think of. Have you decided ? ” “ Yes. ” “ Tell me, Mary, with one word, what you saw. ” “ Apple. ” “ Tell me with one word the attribute you noted. ” “ Round. ” “ Now tell me what your decision was—whether the thing named by **apple** possesses the attribute you named. Tell me your decision. ”

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"The **apple** is **round**." (Repeat this process with other members of the class till all understand. Write the various sentences neatly on the blackboard.)

"Now, where was the **meaning** of this sentence before you told it to me?" "The meaning of the sentence was in my mind." "Then notice that you held in your mind the idea told by the word **apple**, and the idea told by the word **round**, and also the **decision** that the object, the idea of which is expressed by the word **apple**, possesses the attribute the idea of which is expressed by the word **round**. Now all this which you held in mind makes up what is called a **judgment**."

"But what is this which I have written on the blackboard?"

"That, sir, is a **sentence**." "This sentence tells what you were holding in your mind. What you were holding in mind is a judgment. Then what is a sentence?" "**A sentence is the expression of a judgment.**"

"What part, or element, of the judgment does **apple** express?" "**Apple** is the expression of the chief idea, or element, of the judgment." "We will say, then, that **apple** is the expression of the **fundamental element** of the **judgment**. What part of the judgment does **round** express?"

"**Round** is the expression of the attributive idea, or the **attributive** part, or **element** of the **judgment**." "What part of the judgment does **is** express?" (Go back and review the contents of the judgment on a preceding page. Pupils will surprise you by the readiness with which they will see and answer that **is** is the expression of the **decision** that the thing named by **apple** possesses the attribute named by **round**).

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Thus, essentially, is laid the foundation for the study of the English sentence. No form of the sentence, however complex, is anything more than the crowding of additional meaning into the subject and the predicate—or, I may say, the complicating of the fundamental and the attributive elements of the judgment.

If grammar studies are to be followed with a never-dying interest on the part of the pupil, and if the greatest possible, the ultimate, reward is to crown the effort, **soul** must be put into the branch, or rather **reached** in it. That soul is the judgment, of which the sentence is the expression.

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PART ONE

THE ANALYSIS OF THE ENGLISH SENTENCE.

LESSON I.

DEFINITIONS AND COMMENTS.

TO THE TEACHER.—The teacher is left to his own resources in the matter of devices whereby meanings may be wrought out; but the definitions that follow must be preceded by a clear understanding of their significance, in the mind of every pupil. Some time must therefore be given to the first lessons, as in these lies the foundation of the course to follow. Each successive lesson is built upon the lessons that precede it. Not clearly to possess the first two lessons, is to lack a good foundation. Let the teacher select his own device, but let him understand that these lessons must be known by the pupil.

1. A **word** is the expression of an idea.

2. An **idea** is a mind-consciousness or an image of a substance, an attribute, a limitation, or a relation.

Ideas of substances and of attributes constitute the fundamental and the attributive elements of judgments.

(a) An idea is **fundamental** when it constitutes the basic element of a judgment.

(b) An idea that constitutes the secondary element in a judgment, we may call the **attributive** element of the judgment.

3. **Thought** is that mind-activity which compares funda-

mental and attributive ideas, and notes that they agree or disagree; that is, that the substance possesses the attribute or that it does not possess it.

4. **Judgment** is the result of that mind-activity called thought. It is the mind-decision as to whether the substance possesses the attribute.

Every judgment consists of two essential or principal parts, namely:

1. A **fundamental idea**—that of which we think—the subject of the judgment; and,

2. An **attributive idea**—some attribute, or supposed attribute, of the subject of the judgment, together with the mind-decision of agreement (or disagreement) between these two parts, or elements.

NOTE —These two elements of a judgment may be simple, or they may be complex to almost any degree. However complex they may be, they are always traceable to the form—1, fundamental idea—subject of the judgment, and 2, attributive idea—some attribute, or supposed attribute, of the subject of the judgment, together with the mind-decision of agreement or of disagreement between those elements.

LESSON II.

SUBJECT AND PREDICATE.

A **judgment** consists of two parts, namely: 1. **Fundamental Idea**—the subject of the judgment, and, 2. **Attributive Idea**—some attribute of the subject of the judgment, together with the mind-decision concerning the relation of agreement or disagreement between these two elements.

A **sentence** is the expression of a judgment.

Since a sentence is the expression of a judgment it must be the expression of the fundamental idea, and of the attributive idea, together with the expression of the mind-decision concerning the relation existing between these two elements.

In order, therefore, to be the expression of a judgment, a sentence must consist of two essential elements, which we may call—

1. Subject, Latin **sub**, under and **jectum**, thrown, placed, etc., here meaning, “placed under the action of the mind.”

2. Predicate, Latin **prae**, before, and **dictum**, spoken, said, declared, asserted—the word “predicate” here meaning, “that which asserts agreement.”

DEFINITIONS :—

1. **Subject**.—The subject of a sentence is the expression of the fundamental element of a judgment.

2. **Predicate**.—The predicate of a sentence is the expression of the attributive element of a judgment and of the mind-decision concerning the relation of agreement (or of disagreement) between the two essential elements.

Every predicate consists of the predicator and the thing predicated. The word that is the expression of the mind-decision asserts the agreement between the attributive idea, or element, and the fundamental idea.

Illustration.—In the sentence, “Sugar is sweet,” “sugar” is the expression of the fundamental idea, and “sweet” is the expression of the attributive idea, and “is” is the expression of the mind-decision of agreement between those ideas.

“Sugar” is the subject. It is the expression of the fundamental element of the judgment.

“Is sweet” is the predicate. “Sweet” is the expression of the attributive element of the judgment, and “is” is the expression of the decision of agreement between these two ideas.

EXERCISE I.—Discuss as above the judgments expressed by the following sentences:—

- | | |
|-----------------------|---------------------------|
| 1. Summer is passing. | 6. I am old. |
| 2. Man is human. | 7. John is young. |
| 3. Truth is divine. | 8. Mary is beautiful. |
| 4. Music is pleasing. | 9. Skating is delightful. |
| 5. Silence is golden. | 10. Seeing is believing. |

EXERCISE II.—Write simple sentences like the above, containing only a simple subject and a simple predicate, using **am, is, are, was, were**—the various forms of the verb “be”—with the following words as subjects: **memory, platinum, fire, glass, Hercules, Socrates, appearances, writing, stealing, trying.**

In the nature of our language, the sole power to assert, or predicate, lies within the province of the verb “be”; that is, in the force of that verb, with its various forms—**am, is, are, was, were.** The force of this verb is often expressed by mode or tense auxiliaries, but, tho the form of the verb be not always present, without its force, no assertion, or predication, can be made. This verb does not express any idea that is essential to thinking. It is the means we have

in our language of expressing the result of thinking. We cannot assert agreements without it.

NOTE:—Some of the words chosen above to be used as subjects may require that the pupil search the reference books. The exercise that calls forth no effort on the part of the pupil is valueless.

LESSON III.

THE COMPLEX SUBJECT.

In Lesson II., we studied only the simplest forms of the sentence. These sentences contain only the simple subject and the simple predicate. Every sentence in the English language must have a subject and a predicate; either expressed or implied. Every sentence, however long or involved, is resolvable into these two parts.

“The fragrant roses are opening.”

Notice that in the above sentence we have more than the simple form, “Roses are opening.” We have used “the” to express the idea of particular roses, and “fragrant” to express the idea of an accompanying quality of roses. The essential, or fundamental element of the judgment is expressed by “roses,” while two other subordinate related ideas are expressed by “the” and “fragrant,” respectively. We now have the expression not of a single idea alone, but of a complex idea. Hence:—

“The fragrant roses” is the complex subject. It is the expression of the complex fundamental idea, or element of the judgment. “Roses” is the simple subject. The idea

expressed by "roses" is limited by the idea expressed by "the," and qualified by the idea expressed by "fragrant."

DEFINITIONS :—

1. The **Simple Subject** of a sentence is the expression of the simple fundamental element of a judgment.

2. The **Complex Subject** of a sentence is the expression of the complex fundamental element of the judgment; that is, of the simple fundamental element together with one or more subordinate related ideas that limit or qualify the simple fundamental element.

EXERCISE I.—Write ten sentences containing a complex subject and a simple predicate, like the model above.

EXERCISE II.—Discuss the following sentences as above, reading the sentence, then the complex subject, then the simple subject, then the subordinate elements, etc. :—

1. The hazy autumn days are coming.
2. The soft November rain is falling.
3. The winter snows are melting.
4. The soft April winds are stirring.
5. Those sweet forget-me-nots are blooming.
6. That black thunder-cloud is lowering.
7. The sultry summer days are approaching.
8. Those ripe, rosy apples are delicious.
9. Such brutal conduct is intolerable.
10. My yoke is easy.

LESSON IV.

THE COMPLEX PREDICATE.

“ Washington was then commanding there.”

In the foregoing sentence, notice that we have more than the simple form, “ Washington was commanding.” We have used the words “ then ” and “ there ” to tell **when** and **where** Washington was commanding. We now have more than is told by the simple form, “ was commanding.” The subordinate related ideas expressed by “ then ” and “ there ” are added to the simple idea expressed by “ commanding.” Hence, in the expression “ was then commanding there,” we have a complex idea predicated. Therefore, “ was then commanding there ” is the complex predicate. “ Was commanding ” is the simple predicate; “ commanding ” is the expression of the simple attributive element of the judgment. “ Was ” is the expression of the mind-decision of agreement between the idea expressed by “ commanding ” and the idea expressed by “ Washington.” The idea of action expressed by “ commanding ” is limited by the idea expressed by **then** denoting **time**, and by the idea expressed by **there** denoting **place**.

DEFINITIONS :—

1. The **Simple Predicate** of a sentence is the expression of the simple attributive element of a judgment together with the assertion of agreement between this attributive element and the fundamental element.
2. The **Complex Predicate** of a sentence is the expression

of the complex attributive element of a judgment together with the assertion of agreement between this complex attributive element and the fundamental element.

EXERCISE I.—Write ten sentences containing simple subjects and complex predicates, like the model above.

EXERCISE II.—Discuss, as above, the following sentences :—

1. Napoleon was a great warrior.
 2. Socrates was a Greek philosopher.
 3. McKinley was a great American statesman.
 4. Alfred the Great was England's first educator.
 5. Milton was a great epic poet.
 6. Cyril was a powerful Alexandrian priest.
 7. Charlemagne was a giant conqueror.
 8. Hercules was a mythological Greek god.
 9. Nitro-glycerine is a dangerous explosive.
 10. "Order is heaven's first law."
-

LESSON V.

ANALYSIS AND THE DIAGRAM.

DIRECTIONS.—First read the sentence ; then read the subject and then the predicate of each sentence in the following list. Now diagram each sentence as follows :—

ivy	is (plant
green	dainty
The	a

1. The green ivy is a dainty plant.
2. The blue heavens are smiling to-day.
3. Ants are the busiest little animals.
4. The Holy Bible is the Christian's guide.
5. The joyous springtime is coming again.
6. Is the procession coming now?
7. Lincoln was our mightiest chieftain.
8. Hope is the good man's inspiration.
9. Bright, fleecy clouds are floating slowly northward.
10. Is the lesson very difficult to-day?

DEFINITIONS :—

1. **Analysis** in grammar is a study of the relations existing between the ideas expressed by the words composing the sentence.

The word "analysis," comes from the two Greek words **ana**, again, and **lisis**, a loosing, an unbinding, a separation. Hence the old definition, "Analysis is the separation of a sentence into its parts."

This literal definition is faulty, to say the least; for hardly is there, in any sense, a "separation of the sentence into its parts." Real analysis is a study of the relations of the ideas expressed by the words of the sentence, presupposing, of course, that the meanings of those words are already known.

2. A **Diagram** in grammar is a graphic picture by which the groups of words expressing related ideas may be held before the eye.

The diagram is a mere device by which the pupil may put

the expression of relations into permanent form, so that the eye may assist the mind in recognizing the relations expressed.

Analysis and the diagram are not an end, but a means, in the study of language. Both are subservient to this purpose, namely—to assist the student in securing a complete possession of the judgment expressed by the sentence, thru a clear perception of the exact relations of the ideas expressed by the different parts of the sentence.

LESSON VI.

THE NOMINATIVE ATTRIBUTE.

An attribute (Latin, **ad**, to or toward, and **tribuere**, give, assign, pay) is that which may be assigned to, or which belongs to, a thing.

“Nominative” (Latin, **nomen**, name, or **nomino**, I name) means “pertaining to that which names.” In grammar, the term “nominative” is applied to the noun, or substantive substitute, when used to express the fundamental element of a judgment.

The **Nominative Attribute** is, therefore, the expression of the idea of some attribute of the person or thing named by the subject, between which attribute and the subject agreement is asserted by the predicate verb.

ILLUSTRATIONS :—

1. In the sentence, “Henry is a shoemaker,” “shoe-

maker" is the complement of the predicate; and since it is the expression of the idea of an attribute of the person named by the subject "Henry," it is a "nominative attribute."

2. In the sentence, "Roses are beautiful," "beautiful" is the complement of the predicate; and since "beautiful" is the expression of the idea of an attribute of the thing named by the subject "roses," it is a "nominative attribute."

3. In the sentence, "Summer is passing," "passing" is the complement of the predicate; and since "passing" is the expression of the idea of an attribute of the thing named by the subject, "summer," it is a "nominative attribute."

Hence, from the nature of the attribute, as above illustrated, we observe that there are three kinds, namely:—

1. **Substantive Attribute**—the use of a **noun** as nominative attribute, to tell to what **class** the thing named by the subject belongs; as, "Henry is a **shoemaker**."

2. **Attribute of Quality**—the use of an **adjective** as nominative attribute to express the idea of some **quality** of the person or thing named by the subject; as, "Roses are **beautiful**."

3. **Attribute of Action**—the use of an **infinitive** as nominative attribute, to express the idea of some **action** (or state) of the person or thing named by the subject; as, Summer is **passing**.

NOTE 1.—Of the above illustrations, the first is called by most grammarians the "predicate noun," the second the "predicate adjective." The third may be called the "predicate infinitive," for it must have a name

in the same category. The word "passing," is an infinitive. It is the expression of an idea of action without a governing word.

NOTE 2.—In the predicate of the sentence, "The summer is passing," "passing" is the expression of an idea of action without the limitation of the person and number of the subject "summer." Hence, "passing" is an infinitive. In the same sentence, "is," a form of the verb "be," is governed by the person and number of the subject, and is therefore the verb of the predicate.

EXERCISE I.—Write four sentences using **nouns** as nominative attributes, four using **adjectives** as nominative attributes, and four using **infinitives** as nominative attributes.

EXERCISE II.—Write similar sentences using the following words as nominative attributes: **Singing, entrancing, musician, philosopher, radiant, picturesque.**

EXERCISE III.—Diagram and analyze the following sentences :—

1. The November rain is quietly falling.
2. Springtime sunshine is always very welcome.
3. The Great Sahara is a vast sandy desert.
4. The enemy's hosts were stealthily approaching.
5. Are you going away to-day?
6. A summer thunder-storm was raging violently.
7. The prisoner was a notorious criminal.
8. That stranger's behavior is very mysterious.
9. Mankind is ever learning.
10. Sin is degrading.

LESSON VII.

THE NOMINATIVE ATTRIBUTE—Continued.

There is another class of verbs which have the power, in a certain use, to assert the agreement between the fundamental and the attributive elements of a judgment. These verbs, however, assert with the power of the verb "be." But, instead of asserting the agreement as a positive fact, they rest the degree of certainty of agreement upon the determining power of one (or more) of the "special senses."

The "special senses" are the avenues by which the soul dwelling within the body receives those sensations which are translated by the mind into ideas of **sight, sound, smell, taste** and **touch**. The verbs **look, sound, smell, taste, and feel** are used to assert agreement between the subject and attributes depending for their certainty, as such, upon the senses of sight, hearing, smelling, tasting and feeling.

ILLUSTRATION :—

In the sentence, "The elephant looks unwieldy," "looks" is used to assert the agreement between the ideas expressed by "unwieldy" and "elephant," not as a positive fact, but as a fact depending for its degree of certainty of agreement upon the "sense of sight."

Such is the real nature of the assertions made by all of the foregoing "verbs of sense," or "sense verbs."

These same verbs are sometimes used with the full force of "attributive verbs." Then they have the significance of

other transitive or intransitive verbs. (The Attributive Verb will receive due attention in succeeding lessons.)

EXERCISE I.—Compose five original sentences using the five “sense verbs” as predicate verbs to express agreements.

EXERCISE II.—Diagram and analyze the following sentences, and give a close and full discussion of the nature and power of the verbs used :—

tiger	looks (ferocious
Bengal	very
The	

1. The Bengal tiger looks very ferocious.
2. The Indian's glittering eyes looked treacherous.
3. That young man's voice sounds very familiar.
4. The young girl's voice sounds tremulous.
5. Those rosy apples taste delicious.
6. Sulphate of quinine tastes very bitter.
7. The Lily of the Valley smells fragrant.
8. The pear blossom smells unpleasant.
9. New silken velvet feels quite smooth.
10. That surface felt rough.

LESSON VIII.

THE NOMINATIVE ATTRIBUTE—Continued.

The words “seems” and “appears” are used also to express decisions of agreement between the fundamental and

the attributive elements of judgments. They differ in nature from the list in the preceding lesson, in that they seem to depend for the certainty of the agreement they assert, not upon the evidence of any one special sense, but upon a partial conclusion resulting from the exercise of several of the senses. Possibly "appears" is related in meaning to the verb "looks" in the list given in Lesson VII.

There are many attributive verbs (see The Verb, in Part II.) that are also used to assert agreement. When their chief value is to make the assertion of agreement between the fundamental and the attributive elements of the judgment, they may at the same time retain much of their force as attributive verbs. Some verbs used in this way signify continuance or progress.

ILLUSTRATION :—

In the sentence, "The boy becomes a man," "becomes" not only asserts the agreement, but it also denotes the progress of the person named by the subject "boy" toward or into identity with the condition or state expressed by the nominative attribute "man."

In structure, the above sentence is like the sentence, "The boy **is** a man." This latter sentence is not true, in the nature of things, as the fundamental idea expressed by "boy" cannot be identical with the attributive idea expressed by "man," except by the exercise of poetic license.

The two sentences differ in real meaning. In the first sentence the verb "becomes" denotes the progress of the fundamental idea expressed by "boy" toward or into identity with the attributive idea, expressed by "man."

EXERCISE I.—Write sentences using the following verbs to assert agreement between the essential elements of the judgments expressed: **seems, appears, becomes, became, appeared, seemed, came, went, lived, died.**

EXERCISE II.—Diagram and analyze the following sentences, and closely study the meaning and use of the verbs in this use:—

They		departed	(friends
		yesterday	fast

1. They departed yesterday fast friends.
2. They returned to-day mortal enemies.
3. Raleigh became Elizabeth's favorite.
4. Her name continues spotless.
5. He lives beloved.
6. That pupil remains standing.
7. Sir Philip Sidney died a hero.
8. Christ arose a mighty conqueror.
9. My beloved mother grows feeble.
10. Washington became a great general.

NOTE.—Still another phase of the Nominative Attribute will be considered hereafter in connection with the passive voice of certain transitive verbs, called "Factitive Verbs" and "Verbs of Mental Action."

LESSON IX.

THE ATTRIBUTIVE VERB IN PREDICATE.

The **Attributive Verb** is of a twofold nature. By it we may express the idea of an attribute of action and also

assert the agreement existing between this attribute and the subject, or the subjective recipient of the action.

Attributive verbs are of two kinds by nature :—

1. **Intransitive**, when used to express the idea of an action attribute that is not received by some object, and to assert the agreement between this attribute and its subject.

2. **Transitive**, when used to express the idea of an action attribute that is received by some object, and to assert the agreement between this attribute and its subject. The student should keep these distinctions very clearly in mind.

ILLUSTRATION :—

1. In the sentence, “The pupils study,” “study” equals “are studying,” in force of expression, the ing-infinitive, “studying,” expressing the attributive idea (action), and the verb “are” (form of the verb “be”) asserting the agreement between this attribute and its subject.

Every attributive verb has this double nature, or power—that of expressing an idea of action as an attribute of its subject, and that of asserting the agreement between this attribute and its subject.

NOTE 1.—In stating that the verb “study” equals the expression “are studying,” we mean to show the expressive and assertive force of the verb “study.” Such verbs have the power to express ideas of action as attributes of their subjects, and to assert the agreement between these attributes and their subjects.

NOTE 2.—All such verbs as *runs*, *flies*, *swims*, etc., are of this twofold nature: thus, *runs* equals *is running*, *flies* equals *is flying*, *swims* equals *is swimming*, etc.

In this lesson we shall discuss only the intransitive verbs.

EXERCISE I.—Write twenty attributive verbs that are intransitive.

EXERCISE II.—Compose ten sentences using intransitive verbs, with word modifiers only.

EXERCISE III.—Diagram and analyze the following sentences. (Note model for analysis given below.)

humming-bird	flies
beautiful	swiftly
The	

1. The beautiful humming-bird flies swiftly.
2. Loud-mouthed cannon boom defiantly.
3. The ocean waves dash tumultuously.
4. The stately ship sails gallantly away.
5. The defeated army retires reluctantly.
6. The winter winds howled dismally.
7. Heavy, darkening clouds lowered threateningly.
8. All the church bells ring joyously.
9. Seven great business houses failed that day.
10. The extensive forests of America vanish swiftly.

MODEL FOR ANALYSIS :—

“The beautiful humming-bird flies swiftly.”—“The beautiful humming-bird” is the complex subject. It is the expression of the complex fundamental element of the judgment.

“Humming-bird” is the simple subject. It is the expression of the simple fundamental element of the judgment.

The idea expressed by “humming-bird” is limited by

the idea expressed by “the,” and qualified by the idea expressed by “beautiful.”

“Flies swiftly” is the complex predicate. It is the expression of the complex attributive element of the judgment together with the expression of the mind-decision of agreement.

“Flies” is the simple predicate.

The idea of action expressed by “flies” (flying) is qualified by the idea expressed by “swiftly,” denoting the **manner** of the flying.

LESSON X.

THE ATTRIBUTIVE VERB—TRANSITIVE.

The **Transitive Attributive Verb** expresses an idea of action that is received by some person or thing, and asserts the agreement between this action attribute and its subject.

This idea of action is an attribute of the person or thing named by the subject, hence it is a Nominative Attribute.

The **Transitive Attributive Verb** expresses an idea of some action of its subject which is shown to be received by some object, or it expresses the idea of an action of some other agent, which has been received by its subject.

Hence, a Transitive Attributive Verb is:—

1. “**Active**,” when it expresses the idea of some action of its subject, and this action is shown to be received by some object; or,
2. “**Passive**,” when its perfect infinitive expresses an

idea of action that has been received by its subject from some other agency.

ILLUSTRATIONS:—

1. In the sentence, "The wind shook the trees," "shook" (was shaking) expresses an idea of action of its subject, which is seen to be received by the object designated by "trees." "**Shook**" is therefore a transitive attributive verb in the **active voice**.

2. In the sentence, "The trees were shaken by the wind," "were" asserts the action expressed by the perfect infinitive "shaken" as received by the subject, "trees," from the agent, "wind." "**Were shaken**," therefore, constitutes a transitive attributive verb in the **passive voice**.

EXERCISE I.—Write a list of twenty transitive attributive verbs.

EXERCISE II.—Write ten sentences using the transitive verb in the active voice.

EXERCISE III.—Write the same sentences again, expressing their meaning with the verb in the passive voice. Note what becomes of the former object that received the act, also of the former subject.

EXERCISE IV.—Diagram the following sentences and analyze them according to the model given below:—



1. John writes letters.
2. The good boy loves his mother.

3. The careless maid spilled the milk.
4. British soldiers burned Washington City.
5. The Americans defeated the Hessians.
6. The sun softens the snow.
7. The train makes a deafening noise.
8. Winter brings its icy treasures.
9. The heavy rains deluged the valley.
10. The Americans won a decisive victory.

MODEL FOR ANALYSIS :—

“ John writes letters.”

“ John ” is the subject ; it is the expression of the fundamental element of the judgment.

“ Writes letters ” is the complex predicate ; it is the expression of the complex attributive element of the judgment together with the mind-decision of agreement between these two elements.

“ Writes ” is the simple predicate. The idea of action expressed by “ writes ” (writing) is limited by the idea expressed by “ letters,” denoting the direct recipient (receiver) of the action—**direct object**. It receives the action directly from the subject.

NOTE.—In truth, the “ activity ” or “ passivity,” in the real sense, is in the subject—is in the fundamental element of the judgment, and not in the verb at all. The verb, however, is changed in form when the idea of the objective recipient of the action is made the fundamental element of the judgment, and *vice versa*. And, because the verb undergoes this change in form, grammarians see fit to discuss the “ Active Voice ” and the “ Passive Voice ” of the transitive verb, which is correct. The real significance of “ voice ” of verbs should be clearly understood by the pupil.

LESSON XI.

THE OBJECTIVE ATTRIBUTE.

ILLUSTRATIONS :—

1. In the sentence, "They elected McKinley President," "President" is a basic element of the direct object. It is the expression of an attribute of the person named by McKinley, a substantive attribute. It is an attribute not of the subject "they," but of McKinley, the objective recipient of the action. It is, therefore, an **objective attribute**. It is the result of the action of the persons designated by "they," upon the person named by "McKinley."

2. In the sentence, "We made her happy," "happy" is a basic element of the direct object; it expresses the idea of an attribute of the person named by "her"—an attribute of quality. It is an attribute not of the subject "we," but of "her," the objective recipient of the action. Therefore, it is an objective attribute, and this objective attribute is the result of the action of the persons designated by the subject, "we," upon the person named by "her."

3. In the sentence, "They made him write," "write" is a basic element of the direct object. It is the expression of an action attribute. It is an attribute not of the subject, "they," but of "him," the objective recipient of the action. It is therefore an objective attribute, and this attribute is the result of the action of the persons named by "they," upon the person designated by "him."

In the above sentences it is noted that the objective attribute may be :—

1. A noun—substantive—They elected McKinley **president**.

2. An adjective—quality—We made her **happy**.

3. An infinitive—action—They made him **write**.

This double object is a simple élément, yet it is double in its nature. It is not double in the sense of being compound, but in constituting a complete objective element only in the use of the two parts together.

It is properly called a “double object,” as it is a distinct element of neither a complex nor a compound nature. “Complex element” implies a basic element qualified, limited, or intensified by an element or elements subordinate in rank to the basic element. “Compound element” implies two or more elements of the same rank used co-ordinately and cojoined. The element under consideration is unlike either of these. It is simply double in its nature, though a simple element. Hence it is properly called a “double object.”

In the sentences to follow, such verbs as **make, choose, call, elect**, etc., are used. Such words used in the active voice are, in this use, in the sentence followed by the double object; that is, by the direct object and some attribute of the direct object used together as one element.

In each of the foregoing sentences, the objective attribute is the result of some action of the persons named by the subject word, upon the person named as receiving the action. On this account, some writers have called the objective attribute the “resultant object.” Others, because the objective attribute is, as they claim, though erroneously, an essential part of the thing predicated, and is therefore a complement

of the predicate, have called it the "objective complement." Still others, because this element follows verbs of **calling, making, electing, choosing**, etc., that is, "factitive verbs," have called it the "factitive object"; from the Latin verb **facio**, to make.

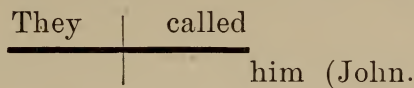
However, no one of these names properly designates the element under consideration; for these names apply to only one of the two inseparable parts of the element.

We should call it the "Double Object," as it consists of the direct object and the objective attribute, forming jointly the unit of this particular element.

This Double Object consists of the expression of the fundamental element and of the attributive element of the subordinate judgment expressed by the objective clause, the assertion of agreement between these elements having been dropped in the abridgment of the clause. In this abridgment, the subject of the clause becomes the object of the verb, and because its subject is now objective, the former attribute is objective, following the case of its subject. Sometimes these parts retain their former modifiers. Sometimes an infinitive fragment of the verb of the objective clause remains. Neither of these, however, will interfere with the above discussion of the Double Object, as the essential point is the consideration of the nature of the basic parts of this element, and of its relation to the other parts of the sentence in which it occurs.

EXERCISE I.—Write ten sentences to illustrate the Objective Attribute.

EXERCISE II.—Diagram the following sentences, and analyze them according to the model given below :—



1. They called him John.
2. I called him father.
3. The king dubbed him knight.
4. The grass made the field green.
5. They appointed her uncle guardian.
6. The teacher painted the board black.
7. The baker baked the bread brown.
8. The teacher made the pupil study.
9. The President appointed Irving ambassador.
10. The sun painted the evening sky crimson.

MODEL FOR ANALYSIS—the Double Object.

“They called him John.”

“They” is the subject ; it is the expression of the fundamental element of the judgment.

“Called him John” is the complex predicate ; it is the expression of the complex attributive element of the judgment together with the assertion of the agreement.

“Called” is the simple predicate. The idea of action expressed by “called” (calling) is limited by the double idea expressed by “him John,” the Double Object. “Him” denotes the direct recipient of the action, (direct object), and “John” denotes the result of the action, (“objective attribute”).

LESSON XII.

THE OBJECTIVE ATTRIBUTE—Continued.

There are various kinds of verbs used to predicate which take the Double Object. In the case of the nominative attribute, not only are pure copulative verbs used to make the assertions of agreement, but a number of verbs more or less removed from the nature of the pure copulative verbs is used ; as, for instance, the “sense verbs.”

In the study of the English language we frequently encounter such expressions as these : “We **thought** him wise,” “The merchant **considered** it a safe venture, “They **saw** the man fall,” etc., etc. We see in these expressions some likeness in use to the verbs “appears,” “seems,” etc. ; that is, we note a strong similarity between the nature of the verbs used to assert agreement where we gave special notice to the nominative attribute, and that of the verbs used to make assertions in sentences in which the objective attribute occurs. In the latter case, we note that not only are pure factitive verbs used to predicate, but also a number of impure factitive verbs ; that is, “verbs of mental action.”

The verbs, “consider,” “saw,” “thought,” “suppose,” etc., are properly called “verbs of mental action,” by Latin grammarians. We may make the statement that “Factitive Verbs and Verbs of Mental Action” express ideas of action that may be limited by the Double Object.

We have seen that there are, from their nature, three kinds of Nominative Attributes, namely :—

1. Substantive.

2. Adjective.

3. Infinitive.

When we examine the Objective Attribute, we note that, from its nature, there are likewise three kinds, namely :—

1. Substantive.

2. Adjective.

3. Infinitive.

This likeness is owing to the fact that the Objective Attribute is derived from the Nominative Attribute of the objective clause, the attribute becoming objective when its subject becomes objective by the abridgment of the objective clause.

EXERCISE I.—Write ten sentences in which the Double Object occurs, using the following verbs : **call, elect, choose, appoint, consider, suppose, believe, think, see, hear.**

EXERCISE II.—Diagram and analyze the following sentences :—

1. Santa Claus makes the children happy.
2. The setting sun makes the sky crimson.
3. David struck Goliath dead.
4. He baked the bread brown.
5. We supposed him a thief.
6. Our forefathers elected Washington the first President.
7. They painted the shutters green.
8. The teacher made the idle boy study.
9. René thought the young Sultan an Arabian story-teller.
10. The committee pronounced his course wisely chosen.

NOTE.—See models for diagram and analysis in previous lesson.

LESSON XIII.

THE NOMINATIVE ATTRIBUTE.

In the preceding lesson, it may be noted that the verb occurs only in the active voice, the verb in each sentence being transitive. In this lesson we shall examine the same verbs in the passive voice, and note the consequences of the change from the active voice to the passive voice on the Objective Attribute and also on the entire Double Object.

ILLUSTRATION :—

In the sentence, “We elected Mary queen,” let us put the verb into the passive voice. As explained in the discussion of the transitive attributive verb in a former lesson, the objective recipient of the action becomes the subject of the verb. Thus :—

“Mary was elected queen (by us).”

Note that the former subject of the verb, “we,” is now, as before, the agent of the action of electing, but that it is no longer the subject. “Mary” is the expression of the fundamental element of the judgment, and “queen” is now, as before, the expression of an attribute of the person named by “Mary.” But, as “Mary” is now the subject of the verb, that is, nominative, “queen” is no longer the expression of the objective attribute, but of an attribute of the subject nominative; that is, a Nominative Attribute.

The passive verb, “was elected,” not only asserts the agreement between the ideas expressed by “queen” and “Mary,” by the power of the verb “be” (“was”), but

designates by the perfect infinitive, "elected," the process by which "Mary" became possessed of the new attribute expressed by "queen."

EXERCISE I.—Rewrite the list of sentences in the preceding lesson, but change the verbs from the active to the passive voice, and note the corresponding change in the other parts of the sentences.

EXERCISE II.—Diagram the following sentences, and analyze them according to the model given below:—

Hamlet		was (considered (insane.
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<div style="border-top: 1px solid black; height: 1px; width: 100%;"></div>		

1. Hamlet was considered insane.
2. Washington Irving was chosen ambassador.
3. Captivity was led captive.
4. His enemy was struck dead.
5. The idle pupil was made work.
6. Julius Cæsar was hailed emperor.
7. Victoria was crowned queen.
8. I was summoned a witness.
9. The Jews were carried away captive.
10. The ship was anchored safe.

MODEL FOR ANALYSIS:—

"John was chosen captain."

"John" is the subject; it is the expression of the fundamental element of the judgment.

"Was chosen captain" is the simple predicate;

“captain” is the expression of the simple attributive element of the judgment; “was” is the expression of the mind-decision of agreement between these two elements; “chosen” is the expression of the idea of the process by which “John” became possessed of the new attribute expressed by “captain.”

LESSON XIV.

THE DOUBLE OBJECT.

In connection with this subject, we wish to consider such expressions as the following:—

“We supposed him to be scholarly.”

In this sentence, “to be” is an infinitive—a fragment resulting from the contraction, or abridgment, of the objective clause. In the entire list of sentences given in Lessons XI and XII, the “objective attribute” is the final fragment resulting from this contraction, or abridgment, of the objective clause; and each may be considered the complement of the “Infinitive with subject accusative,” which occurs so frequently in the Latin **oratio obliqua**, or indirect discourse. In all such cases, frequently occurring in English also, the attribute, whether substantive, adjective, or infinitive, is the essential result of the contraction, so far as the predicate of the objective clause is concerned.

Whether this infinitive expression be short or long, it is only the representative of the verb that was used in the predicate of the objective clause before its abridgment.

ILLUSTRATION BY COMPARISON OF FORMS :—

1. We thought that **she** was **giddy**,—objective clause.
2. We thought **her** to be **giddy**,—clause partly abridged.
3. We thought **her giddy**,—final abridgment of clause.

EXERCISE I.—Study, diagram, and analyze the following sentences, according to the models given in Lessons XI and XII :—

teacher	thought
The	<u>idea (to be) (foolish.</u> the

1. The teacher thought the idea to be foolish.
2. The soldiers thought retreating to be surrendering.
3. Napoleon thought to retreat to be to surrender.
4. Imagination makes a mole hill a mountain.
5. The boy's fancy makes the broomstick a real pony.
6. Many stars are supposed to be suns.
7. The lesson was thought to be difficult.
8. The indolent pupil believed the lesson to be difficult.
9. Prolonged inactivity will make a strong arm weak.
10. Americans call New York the Empire State.

LESSON XV.

THE INDIRECT OBJECT.

“Verbs of giving” may take two objects, one a direct object and the other an indirect object. The person or

thing **to** which, and sometimes **for** which, a thing is given, or done, is the indirect recipient of the act of "doing," or "giving," and is on this account called an "indirect object."

ILLUSTRATION :—

1. In the sentence, "Mary gave her mother a book," "Mary" did not give her mother, but "Mary" gave a "book" **to** her mother. "Book" is the name of the direct recipient of the act of giving—the direct object; while "mother" is the name of the indirect recipient of the action—the indirect object.

2. In the sentence, "Mary works for the society," "society" is the name of the indirect recipient of the action expressed by "works."

The "Indirect Object" is called by some grammarians the "Dative Object," from the fact that the "verbs of giving" in the Latin language take the "dative case," meaning the person or thing "to or for" which a thing is given or done. The "dative case" of the Latin, excepting the idiomatic uses of that case, corresponds to the "Indirect Object," or the "Dative Object" of the English language. The name "Dative" is derived from the perfect participle of the Latin verb **do**, I give.

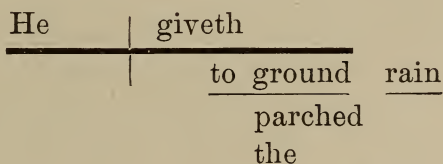
Some difficulty is encountered by young students in discriminating between the indirect object and the adverb of purpose, when "for" is used to express the relation between the related idea and the idea of action which the indirect object limits.

ILLUSTRATION :—

In the sentence, "I wrote a message for my sister," "sister" is the indirect object when it means "I wrote a message instead of my sister"—that she might not have to write it. "For my sister" is adverbial when it expresses the purpose of my writing. Further—"for my sister" may be an adjective expression telling the kind of message.

EXERCISE I.—Write ten sentences to illustrate the Indirect Object, selecting for part of the list some other verbs than pure "verbs of giving"—"dative verbs."

EXERCISE II.—Diagram the following sentences and analyze them according to the model given below.



1. He giveth rain to the parched ground.
2. They offered Caesar the crown.
3. John spoke to me.
4. He giveth his beloved sleep.
5. The children gave their teacher a beautiful bouquet.
6. The three witches gave Macbeth a delusive answer.
7. The employer paid the man his wages.
8. Dorcas gave clothing to the poor.
9. "Will he give him a stone?"
10. I gave the beggar a coin.

LESSON XVI.

THE ADVERBIAL OBJECT.

Still another kind of element in the English language deserves special attention. This element has, to the idea of the action which it limits, scarcely the relation of a real object. It is closely allied to the ordinary adverbial element. Still it has a peculiar form and significance. Probably the best reason for calling it "objective" at all is, that it corresponds to the use of the "accusative" (objective) case in Latin, to denote "duration of time" and "extent of space."

ILLUSTRATIONS: —

In the sentence, "He traveled many miles," "many miles" is the expression of the idea of distance—"extent of space"—he traveled. "Miles" may, in a doubtful sense, denote the recipient of the action expressed by "walked" (walking), and thus lay claim to the "objective case."

2. In the sentence, "The President receives fifty thousand dollars a year," "a year" is the expression of the idea of the "duration of time" of the service for which the President receives fifty thousand dollars. The idea of an "objective" in any sense is still less easily discernible in this case. Yet it is of that group of elements that are called, or should be called, the "adverbial object."

3. In the sentence "I gave him a dollar a bushel for his wheat," "a bushel" is the expression of the "extent of space"—the measure of a dollar's worth of wheat. This element is alike an "adverbial object."

The foregoing examples, however, are not purely adverbial, nor are they purely objective. They occupy the middle ground between the Indirect Object and the purely adverbial element. The old Latin writers gave the basic noun of such elements the accusative case-form. And this may be the best reason for using the term "objective" to designate them. They form a peculiar group, and should therefore have a designation separate from the pure objectives, as well as from the pure adverbs. For lack of a better name, we adopt the term "Adverbial Object."

EXERCISE I.—Illustrate the "Adverbial Object" by ten original sentences.

EXERCISE II.—Diagram the following sentences, and analyze them according to the model given below:—

Raleigh	was (prisoner
	× <u>years a</u>
	twelve

1. Raleigh was a prisoner twelve years.
2. Congressmen receive five thousand dollars a year.
3. I paid the seamstress a dollar a spool.
4. The wheat cost a dollar a bushel.
5. James receives a dollar a day.
6. Jacob served Laban seven years.
7. That train traveled sixty miles an hour.
8. The snow fell fast all night long.
9. My friend remained abroad one whole year.
10. All his life morbid fancies enslaved him.

MODEL FOR ANALYSIS—the “Adverbial Object.”

“Jacob served Laban seven years.”

“Jacob” is the subject; it is the expression of the fundamental element of the judgment.

“Served Laban seven years” is the complex predicate; it is the expression of the complex attributive element of the judgment together with the mind-decision of agreement between this attributive element and the fundamental element.

“Served” is the simple predicate. The idea of action expressed by “served” (serving), is limited by the idea expressed by “Laban,” the direct recipient of the action—direct object. The idea of action expressed by “served” is further limited by the complex idea expressed by “seven years,” denoting the “duration of time” of the serving—adverbial object.

LESSON XVII.

THE APPOSITIVE ELEMENT.

The word “appositive” (Latin **ad**, to, and **positum**, placed or put), means “applied to,” or “placed near by.” This name has been given to those nouns that are used to designate definitely the person or thing named, by telling the trade, calling, or profession, or some well-known peculiarity, trait, or characteristic of the person or thing named.

Some writers happily call this element an “explanatory modifier.”

ILLUSTRATION :—

In the sentence, "Peter the hermit resembled Peter the apostle," "hermit" and "apostle" clearly designate the two persons named by expressing the idea of the peculiar habit of the one, and the special endowment of the other. The appositive element expresses in a specific way what person or thing is meant by the noun with which it is in apposition.

To call the appositive an "explanatory modifier," which it really is, will necessitate giving it a special class name as a subordinate element in sentence-construction. Then, if this element is subordinate to the noun with which it is in apposition, it will not be "by apposition in the same case," as that would rank a subordinate element with an element to which it is subordinate.

The appositive noun is purely descriptive, or possibly definitive in some measure. The expression, "John the blacksmith," unquestionably means "the blacksmith John," and no other "John."

The appositive lies, as an element, between the noun, in its plain use as a noun, and the descriptive adjective. The "case" of the appositive is peculiar to itself. Its "case" may or may not be noted. If it be noted at all, it is just as well to call it the "appositive case"; for the relation, not the form, is the really significant thing.

English grammarians speak of the "appositive" as being "in the same case by apposition" as the noun to which it is joined. This, so far as we are able to determine, is based on no better foundation than that, in the Latin, such nouns agree in case-**form** with the nouns with which they

are so used. This means a subjection to **form**. Every Latin student knows that we might call the Latin adjectives "appositives," and place them "by apposition" in the same case for the same reason.

EXERCISE I.—Illustrate the Appositive Element by ten original sentences.

EXERCISE II.—Diagram the following sentences and analyze them according to the model given below:—

Whittier	wrote
(Quaker Poet)	<u>"Snow-Bound."</u>
the	

1. Whittier, the Quaker Poet, wrote "Snow-Bound."
2. Americans revere the name "Washington."
3. Mohammed the prince became Mohammed the sultan.
4. Dickens, the novelist, visited America.
5. Raleigh, the courtier, became Elizabeth's favorite.
6. Misery, the drunkard's wife's dower, drove her insane.
7. "Gitche Manito, the Mighty, called the tribes . . . together."
8. Milton, the blind poet, wrote "Paradise Lost," the greatest English epic.
9. Caesar, Rome's great warrior, refused the crown.
10. We saw that great warship, the "Oregon."

MODEL FOR ANALYSIS—the Appositive.

"Lincoln, the martyred President, was once a rail-splitter."

“Lincoln, the martyred President,” is the complex subject; it is the expression of the complex fundamental element of the judgment. “Lincoln” is the simple subject. The idea expressed by “Lincoln” is limited by the complex idea expressed by “the martyred President,” a complex appositive element. Of this element, “President” is the base. The idea expressed by “President” is limited by the idea expressed by “the,” and qualified by the idea expressed by “martyred.”

(The analysis of the remaining part of the sentence is a repetition of that shown in the model analysis of the Nominative Attribute.)

LESSON XVIII.

EXERCISES IN SYNTAX.

The word “syntax” comes from two Greek words—**syn**, together, and **tassein**, to arrange.

The word “composition” comes from two Latin words—**com** (from **con**, by euphony), together, and **positum**, placed.

EXERCISE I.—Write ten original sentences to illustrate the Nominative Attribute.

EXERCISE II.—Write ten original sentences to illustrate the Direct Object.

EXERCISE III.—Write ten original sentences to illustrate the Double Object.

EXERCISE IV.—Write ten original sentences to illustrate the Indirect Object.

EXERCISE V.—Write ten original sentences to illustrate the Adverbial Object.

EXERCISE VI.—Write ten original sentences to illustrate the Appositive Element.

LESSON XIX.

EXERCISES IN ANALYSIS.

The word “analysis” comes from two Greek words—**ana**, again, and **lusis**, from **luein**, to unbind, to loose, to set free. Hence the old definition, “Analysis is the separation of a sentence into its parts.” However, the term “analysis” but poorly designates the real process of analysis in the best sense.

The study of the ideas expressed by words, and of the relations of these ideas in the judgment expressed by the sentence, is what the term used to designate this process should comprehend. A faulty terminology, along with a far more faulty application of the term, has long been a severe drawback to the progress of thought.

EXERCISE I.—Diagram and analyze the following sentences according to the models already learned:—

1. They pronounced him a traitor.
2. The house was neatly furnished.
3. This bud will become a beautiful flower.
4. The spring freshets were very disastrous.

5. Summer brings us many pleasures.
6. " Evil communications corrupt good manners."
7. The soldier considered himself an excellent marksman.
8. The pupils obeyed the teacher's directions.
9. Robert Burns, the poet, was a Scotchman.
10. " Each morning sees some task begin."
11. The ragged little news-boy sold me a paper.
12. Many Christians became martyrs.
13. The December snows hide the fallen leaves.
14. The bitter blasts chill the delicate flowers.
15. A noble purpose keeps us happy.
16. They made the battlefield gory.
17. Seeing is believing.
18. To see is to believe.
19. Man is human.
20. To forgive is divine.

NOTE.—In the third sentence, " will" is a tense auxiliary. It is used to assist in expressing the idea of the time, with reference to the present, of the development of the idea expressed by the subject noun into the idea expressed by the nominative attribute.

LESSON XX.

SUBORDINATE ELEMENTS.

THE ADJECTIVE WORD-ELEMENT.

The Adjective Word-Element has already received some attention. The nature of the relation of the idea it expresses to the noun with which it is used is so close that no intervening word is necessary to express it.

We will now notice the **structure** of these word-elements, and the **nature** of the ideas expressed by them.

Subordinate elements in sentences express ideas or judgments that modify by **qualifying**, **limiting**, or **intensifying** the ideas expressed by other elements.

When the idea expressed by a noun is qualified, limited, or intensified by the idea expressed by a single adjective, we call that adjective, in structure, a "Simple Adjective Word-Element," because it is the expression of a simple, or single qualifying, limiting, or intensifying idea; as, "sweet apples," "other men," "heavy thunder," etc.

When the qualifying, limiting, or intensifying idea expressed by an adjective is itself limited or intensified by some other idea, we call the expression of this complex idea a "Complex Adjective Word-Element." The basic idea is modified by another idea, or other ideas, subordinate to the basic idea; as expressed by "**very cold** weather," "**a purely American** production," etc.

When two or more ideas are used correlatively and co-joined to qualify or limit or intensify the idea expressed by a noun, the words used to express such co-joined ideas form a "Compound Adjective Word-Element," because they are the expression of a compound qualifying, limiting, or intensifying idea; as in the expression, "**a sad and lonely** hour," "**a drunken and savage** crew," etc.

EXERCISE I.—Illustrate the Complex Adjective Word-Element by five original sentences.

EXERCISE II.—Illustrate the Compound Adjective Word-Element by five original sentences.

EXERCISE III.—Diagram and analyze the following sentences :—

storm		visited	
destructive		recently	city
A. fearfully			our

1. A fearfully destructive storm recently visited our city.
2. His masterly effort was very highly praised.
3. The dismayed and storm-tossed bark drifted slowly shoreward.
4. That young man is a very industrious student.
5. Very highly enjoyable entertainment was provided.
6. He was a thoroughly frightened young man.
7. Hypatia, the Alexandrian philosopher, was a highly gifted young woman.
8. Poor, sinful Pelagia was a sorely misguided girl.
9. Kingsley's "Hypatia" is an intensely interesting and instructive book.
10. That June 4, 1901, was an extremely warm day.

LESSON XXI.

SUBORDINATE ELEMENTS—Continued.

THE ADVERBIAL WORD-ELEMENT.

As in the case of the adjective, the Adverbial Word-Element is "simple" when it is the expression of a simple, or

single qualifying, limiting, or intensifying idea ; as in the expression “singing **sweetly**.”

The Adverbial Word-Element is “complex” when it is the expression of an idea that is modified by an idea or ideas subordinate to it, as expressed by another word or words ; as in the expression, “singing **very sweetly**.”

The Adverbial Word-Element is “compound” when it is the expression of two or more correlative and co-joined ideas ; as in the expression, “singing **softly and sweetly**.”

In the first case, the element is a “simple Adverbial Word-Element” ; in the second case, it is a “Complex Adverbial Word-Element” ; in the third, a “Compound Adverbial Word-Element.”

EXERCISE I.—Illustrate the Complex Adverbial Word-Element by five original sentences.

EXERCISE II.—Illustrate the Compound Adverbial Word-Element by five original sentences.

EXERCISE III.—Diagram and analyze the following sentences :—

<u>they</u>		<u>laid</u>	
		down	<u>him</u>
		slowly	
		and	
		sadly	

1. Slowly and sadly they laid him down.
2. A very beautiful day followed the defeat.
3. Mary sings very sweetly.

4. The brakeman was very severely hurt.
 5. His pulse was beating rather feebly.
 6. You eat entirely too rapidly.
 7. You are entirely too careless.
 8. Others are found quite equally fickle.
 9. Peaches so large and luscious are quite rare.
 10. The winter was extremely cold.
-

LESSON XXII.

SUBORDINATE ELEMENTS—Continued.

THE OBJECTIVE WORD-ELEMENT.

We may discuss the Objective Word-Element, with reference to its structure, just as we have the Adjective and the Adverbial Word-Elements, respectively. Objective Word-Elements are:—

1. Simple Objective Word-Elements, when they express a single objective idea; as in the expression, “cutting sticks.”

2. Complex Objective Word-Elements, when the basic objective idea is qualified, limited, or intensified by another idea, or by ideas, subordinated to the basic idea; as in the expression, “preparing **his frugal meal**.”

3. Compound Objective Word-Elements, when they are the expression of two or more basic objective ideas, any or all

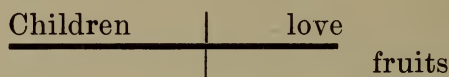
of which may be simple or complex; as in the expression, "earning **food and clothes.**"

EXERCISE I. Illustrate the Simple Objective Word-Element (Direct Object) by five original sentences.

EXERCISE II.—Illustrate the Complex Objective Word-Element by five original sentences.

EXERCISE III.—Illustrate the Compound Objective Word-Element by five original sentences.

EXERCISE IV.—Diagram and analyze the following sentences :—



1. Children love fruits.
2. Christ blessed the little children.
3. The sluggard despises toil.
4. The hunters slew an exceedingly fierce lion.
5. We love the old-time ways.
6. The good boy loves his father and his mother.
7. Christ gave the world truth, justice, love, and mercy.
8. The American fleet poured forth a murderous fire.
9. Our soldiers showed China the American heart and strength.
10. He heard the night winds howling.
11. He heard the night wind's howling.

LESSON XXIII.

SUBORDINATE ELEMENTS—Continued.

THE APPOSITIVE WORD-ELEMENT.

As to structure, we may classify the Appositive Word-Element precisely as we have all the other modifying word-elements. The Appositive Word-Element is :—

1. A Simple Appositive Word-Element when it is without modifiers ; as, “The name, **Washington.**”

2. A Complex Appositive Word-Element when the basic element is modified ; as, “Ridpath, **the lecturer.**”

3. A Compound Appositive Word-Element, when the basic part of the appositive is compound, as, “Shakespeare, **the poet and dramatist.**”

In the case of the Appositive Word-Element, either or both of the basic parts of the element may be either simple or complex.

Thus it may be seen that, on the whole, any element is :—

1. Simple, when standing alone ; or,

2. Complex, when the basic idea expressed is qualified, limited, or intensified by any kind of element subordinate to itself ; or,

3. Compound, when consisting of two or more basic elements used co-ordinately.

EXERCISE I.—Write five sentences containing simple Appositive Word-Elements.

EXERCISE II.—Write five sentences containing complex Appositive Word-Elements.

EXERCISE III.—Write five sentences containing compound Appositive Word-Elements.

EXERCISE IV.—Diagram and analyze the following sentences :—

Americans		revere
		<u>name</u>
		the (Washington)

1. Americans revere the name Washington.
2. Peter the hermit preached a crusade.
3. Peter the fisherman became Peter the apostle.
4. Nero, Rome's most unbearable tyrant, persecuted the Christians sorely.
5. Cyril, the Alexandrian Patriarch, was an ambitious politician.
6. John, the beloved disciple, wrote the book Revelation.
7. Garfield, our lamented president, suffered the assassin's stroke.
8. The American war-cry, "Remember the Maine," stirred every patriot's heart.
9. That peculiar delusion, the Salem Witchcraft, mars New England's early history.
10. Washington Irving, the eminent American author, visited the Spanish Court.

LESSON XXIV.

SUBORDINATE ELEMENTS—Continued.

THE PHRASE-ELEMENT—ITS NATURE.

In the study of the English language it is customary to call the "preposition and its object" (why its **object** we cannot tell) a Phrase-Element. In this discussion, we shall notice the nature and the structure of the phrase-element.

In the expression "the verdure of spring," the idea expressed by "spring" limits the idea expressed by "verdure," by denoting the season. "Spring verdure" shows the limitation better. "Spring" is the expression of the limiting idea, in the first expression, and "of" is, supposedly, the expression of the relation of the idea expressed by "spring" to the idea expressed by "verdure." This relation is somewhat like the relation of possession—a genitive relation.

In the expression, "The clock on the shelf," a relation exists between the idea expressed by "shelf" and that expressed by "clock." "On" is the expression of that relation—a relation of place.

The Prepositions (Latin **prae**, before, and **ponere**, to place) **on**, **in**, **into**, **by**, **up**, **upon**, **from**, **under**, etc., are used to express the idea of the relation of place, etc., existing between the ideas of actions and of things.

In Adjective Phrase-Elements, the preposition "of" is generally used to express the idea of the relation existing between the limiting idea and the idea limited. "Of" is

usually the expression of a genitive relation, tho this relation is sometimes difficult to perceive.

In the Adverbial Phrase-Element, the prepositions given above, along with others, are used to express the relation between the limiting idea and the idea so limited. **The expression of this limiting idea, together with the expression of the relation of this limiting idea to the idea so limited, constitutes a "phrase-element,"** either adjective or adverbial.

DEFINITION.—A Phrase is the expression of a related idea together with the expression of the relation of this idea to some other idea.

The related idea expressed in a phrase may be simple, complex, or compound. The nature of such ideas has been sufficiently explained already.

Sometimes the preposition is omitted, the relation being only intimated. In such cases, the expression of the related idea is sometimes called a word-element. However, when a relation is obvious, such as can be expressed by a preposition, it is better to classify the element as a phrase-element.

In the expression, "Standing by the river," "by the river" is a simple adverbial phrase-element. "The river" is the expression of the complex related idea, and "by" is the expression of the relation of this idea to the idea of action expressed by "standing"—a relation of place.

EXERCISE I.—Write ten sentences, using all the prepositions given above, and others, and study the exact relations so expressed.

EXERCISE II.—Diagram and analyze the following sentences, disposing of the phrase-elements as suggested above :—

fields		lie
nobler	of triumph	before us
Far		

1. Far nobler fields of triumph lie before us.
2. David, the sweet singer of Israel, was mighty in battle.
3. "The Angel of Death spread his wings to the blast."
4. Virginia the martyr was the daughter of Virginius the soldier.
5. The invading army rushed into the town at daybreak.
6. Many bloody battles were fought in 1863.
7. My friend attended school at Harvard during the last year.
8. I walked with my friend along the shore.
9. King Canute sat by the seaside.
10. The temple of the Jews at Jerusalem was first built by King Solomon.

LESSON XXV.

SUBORDINATE ELEMENTS—Continued.

THE PHRASE-ELEMENT—ITS STRUCTURE.

We have seen that, in structure, word-elements may be simple, complex, or compound. In structure, phrase-elements are likewise :—

1. Simple Phrase-Elements when the basic idea expressed in the phrase is not limited or qualified by an idea expressed

in the form of another phrase, or by a subordinate related judgment expressed by a clause-element.

2. Complex Phrase-Elements when the basic idea expressed in the phrase is limited or qualified by an idea expressed in the form of another phrase, or by a subordinate related judgment expressed by a clause-element.

3. Compound Phrase-Elements when the same element of the judgment is limited or qualified by two or more co-ordinate and co-joined related ideas expressed in the form of phrases.

When the two members of the compound related idea bear the same relation to the idea to which they are related, the relation is expressed by a single preposition, and thus the phrase is partially compound. When the two co-ordinately used ideas bear unlike relations to the idea to which they are related, the relations are expressed by different prepositions, and thus the phrase-element is wholly compound.

EXERCISE I.—Write five original sentences to illustrate the Simple Phrase-Element.

EXERCISE II.—Write five original sentences to illustrate the Complex Phrase-Element.

EXERCISE III.—Write five original sentences to illustrate the Compound Phrase-Element.

EXERCISE IV.—Diagram and analyze the following sentences :—

<u>they</u>		climb	
		Slowly	<u>mountains</u>
		and	<u>distant</u>
		sadly	the

1. "Slowly and sadly they climb the distant mountains."
2. They read their doom in the setting sun.
3. We came at last to the bank of a beautiful stream.
4. "The toad, ugly and venomous,
Wears yet a precious jewel in his head."
5. Childhood lives in the days of sunshine and of song.
6. Evening, a dusky damsel, walked the paths of the forest.
7. The roses diffuse their fragrance through the hall.
8. From the icebergs of the North came a wintry blast.
9. The enemy of our souls throws many barriers into our way.
10. Every little incident of that joyous day was treasured in the memory of that poor child.

LESSON XXVI.

INFINITIVES.

An Infinitive (Latin **in**, not, and **finitivus**, limited), is a word that is used to express an idea of action, being, or state. In its nature, it has not the power to make an assertion. The infinitive expresses an idea of action, etc., without the limitation of the person and number of its subject.

According to their **uses**, infinitives are classified as follows:—

1. Participial Infinitives when used to express ideas of action or state that qualify some other idea expressed in the sentence; as in the expressions, "the **howling** wind," "a **scorched** desert," etc.

2. Substantive Infinitives when used to name the idea of action, being, or state in an abstract sense, or to express ideas of action, being, or state as **things**; as in the sentence, "**To steal** is wrong," "**Swimming** is a good exercise," etc.

3. Attributive Infinitives when used to express predicate attributes of their subjects, whether those subjects be nominative or objective. This use of the Infinitive occurs in the Nominative Attribute and in the Objective Attribute; as in the sentences,—"**Lying** is **stealing**," "**We** saw him **fall**," "**We** heard her **singing**," etc.

According to their **forms**, Infinitives are classified as follows:—

1. Progressive Infinitives—the "**ing-forms**" to express ideas of continuance of action, being, or state; as expressed by **running, singing, thinking**, etc.

2. Present Infinitives—"the **root-forms**" to express mere ideas of action, being, or state by the present indicative form of the verb, which has at the same time no power to make an assertion; as expressed by "**to hear**," "**to see**," "**to read**," etc.

3. Perfect Infinitives—the "**ed-forms**" and "the **irregular forms**" from irregular verbs, to express ideas of completed action, being, or state; as expressed by **buried, enslaved, sung, hanged**, etc.

There are certain other infinitive forms, such as "**having taught**," "**having been taught**," etc.—compounds with auxiliary particles, that may be noted as we pass. These "**compound**" forms have for their essential elements one or the other of the simple forms above accompanied by one or

more auxiliary particles used to express ideas of the tense or voice of the infinitive used. In such cases, the voice or tense as shown by the accompanying particle or particles should be noted.

The above disposition of the infinitive necessitates a change in the naming of the “principal parts” of the verb in conjugation. The old way is incorrect, to say the least, if classifications are made on the basis of likeness of meanings rather than of form. Every word in the English language which expresses an idea of action, being, or state, without the limitation of the person or number of its subject, is an infinitive.

There is not necessarily any such thing as a “perfect participle” as one of the “principal parts” of the verb. Such words as are usually so-called, are **made** participles **only** by their use as adjective or adverbial modifiers.

The “principal parts” of verbs, in English, are the Present Indicative, the Past (or Imperfect) Indicative, and the Perfect Infinitive.

When, and **only** when, any one of the above forms is used as an adjective or an adverb, it is then a participle—made such by its use.

LESSON XXVII.

INFINITIVES—PARTICIPIAL.

A Participle, or Participial Infinitive (Latin, **pars**, part, and **capere**, to take) is the expression of the idea of the attrib-

utive nature of the verb, which idea is used to qualify some other idea expressed.

ILLUSTRATIONS :—

In the sentence, "Standing water becomes stagnant," "standing" is the expression of the attributive nature of the verb "stand." Here the idea of action expressed by "standing" qualifies the idea expressed by "water." In this sentence, "standing" is a participial infinitive used as a pure qualifying adjective having a weak participial construction.

2. In the sentence, "The water standing in the pond is stagnant," "standing" is still a pure qualifying adjective in function. In this sentence, "standing" has what we may call a strong participial construction, to the extent that the idea of action it expresses is limited as it might be in the attributive verb.

In both of the sentences above, we have considered the nature and use of the "ing-form," as a participial infinitive. We have also to study the "root-form" in its nature and use as a participial infinitive. This latter form is usually called an "infinitive," whatever may be its use.

3. In the sentence, "The way to learn is to study," "to learn" is the expression of an idea of action that qualifies the idea expressed by "way." This idea of action is expressed by the root-form of the verb "learn." In this sentence, "to learn" is a pure qualifying adjective in use, having a weak participial construction while, in nature, it is a root participle.

4. In the expression, “the way. to learn rapidly,” “to learn” is the expression of an idea of action that qualifies the idea expressed by “way.” In this expression, “to learn” partakes so strongly of the verbal nature as to be modified as a verb. It is in this case a pure qualifying adjective having a strong participial construction.

As to structure, participial elements are :—

1. Simple Participial Elements, when the basic element is unmodified ; as in the expression, “**running** water.”

2. Complex Participial Elements, when the basic element is modified ; as in the expression, “the current **rising** swiftly.”

3. Compound Participial Elements, when the basic element is compound ; as in the expression, “the **fallen and decaying** branches of the forest trees,” etc.

In analysis, participial elements are disposed of precisely as are adjective or adverbial elements. When, on account of their stronger verbal nature, they are modified as verbs, their modifiers are to be studied precisely as modifiers of verbs are studied.

EXERCISE I.—Write ten sentences illustrating the use of the **ing**-infinitives and the **root**-infinitives as pure qualifying adjectives, having a **weak** participial construction.

EXERCISE II.—Write ten sentences illustrating the use of the **ing**-infinitive and the **root**-infinitive as pure qualifying adjectives having a **strong** participial construction.

LESSON XXVIII.

INFINITIVES—PARTICIPIAL—Continued.

EXERCISE I.—Diagram and analyze the following sentences according to former models and the foregoing suggestions, noting carefully the infinitive expressions :—

balloon		was (lost
swaying ascending		in clouds
great higher		the
The and .		
higher		

1. The great swaying balloon, ascending higher and higher, was lost in the clouds.

2. The nightingale, singing sweetly, entertained the benighted travelers.

3. Hearing an approaching foot-fall, I turned.

4. Quickly ascending to the top of the hill, we beheld the rising moon.

5. Resolutely facing the angry crowd, he quelled the rising tumult.

6. Some ragged children diligently gathering the cigar-stumps from the streets attracted our attention.

7. They were hungering waifs earning a bit of bread.

8. Singing merrily, the milk-maid tripped lightly across the greening meadow.

9. A million diamonds, sparkling and glittering in the

dazzling sunlight, bedecked the treetops on that winter morning.

10. The sun, rising quickly over the eastern ridge, chased the darkness before it pell-mell.

LESSON XXIX.

INFINITIVES—SUBSTANTIVE.

The Substantive Infinitive is used to express an idea of action, etc., by merely naming it, so far as the other parts of the sentence are concerned. This infinitive may, in the English language, take the office of a pure noun in almost all of the various constructions of the noun.

With reference to the relation of the Substantive Infinitive to the other elements, it is a pure noun, having the construction of a pure noun.

With reference to the relation of elements subordinate to itself, the Substantive Infinitive has a strong substantive construction and may be modified as a noun, or it may be strong in its verbal nature, and so be modified as a verb; or it may be modified both as a verb and as a noun.

The Infinitive is not a verb, as it has not the power to assert. It may, in a broad sense, be called a “verbal.” It is the expression of the attributive nature, not the assertive power, of the verb.

FORMS OF THE SUBSTANTIVE INFINITIVE.—Substantive Infinitives, like Participial Infinitives, are of three forms,

namely: 1. The **ing**-forms. 2. The **root**-forms. 3. The **ed**-and the **irregular**-forms.

The uses of the **ed**-forms and the **irregular**-forms are very rare. They are never used except when they are made to stand for the noun with which they are used, and they then denote a **class** of persons or things; as in the expression, the **forsaken**, the **wretched**, etc.

USES OF THE SUBSTANTIVE INFINITIVE:—Substantive Infinitives are used in almost all the constructions in which pure nouns are used.

ILLUSTRATIONS:—

- a. As Subject of a Sentence:—
 1. **Erring** is human.
 2. **To forgive** is divine.
- b. As Nominative Attribute:—
 1. Seeing is **believing**.
 2. To see is **to believe**.
- c. As Direct Object:—
 1. I desire **to learn**.
 2. Boys enjoy **cycling**.
- d. As expression of related idea in a Phrase-Element:—
 1. What went ye out (for) **to see**?
 2. He strives for **learning**.
- e. As an Appositive Element:—
 1. It is easy **to master** the lesson.
 2. It is wise **to study** diligently.

EXERCISE I.—Write two original sentences containing the Substantive Infinitive in each of the above-named constructions.

EXERCISE II.—Diagram and analyze the following sentences :—

To deceive		to be shamed
in means		in end
the	is (the

1. To deceive in the means is to be shamed in the end.
2. To love nobly is to live purely.
3. Rowing is excellent physical exercise.
4. To serve humanity well is his highest ambition.
5. He desires to rest and to regain his strength.
6. We heard the silvery rippling of the water flowing over the pebbles.
7. We learn to do by doing.
8. Down came the blessed rain, drenching the thirsty earth.
9. Donning his great fur coat, he plunged boldly into the storm.
10. The coloring leaves suggest the approaching autumn.

LESSON XXX.

INFINITIVES—ATTRIBUTIVE.

The Attributive Infinitive is an infinitive used to express the idea of some attribute of action, being, or state of its subject.

There are two uses of the Attributive Infinitive, namely :—

1. To express the simple attributive element of a judgment, with its subject nominative ; as,

a. Mary is **reciting**.

b. To hesitate sometimes is **to fail**.

c. Learning is **growing** intellectually.

2. To express the simple attributive element of the abridged objective judgment, as seen in the case of the "Infinitive Attribute" of the Double Object already studied ; as,

a. We heard the prisoner **singing**.

b. The teacher compelled him **to study**.

c. The hungry fox thought the lion **sleeping**.

In the first list above, the attributive infinitives are nominative attributes because their subjects are nominative. In the second list, the attributive infinitives are objective attributes because their subjects are objective.

EXERCISE I.—Write ten sentences to illustrate the use of the attributive infinitive as nominative attribute.

EXERCISE II.—Write ten sentences to illustrate the use of the attributive infinitive as objective attribute.

EXERCISE III.—Diagram and analyze the following sentences:—

wind		was (roaring
winter		dismally
The		

1. The winter wind was roaring dismally.

2. We heard the great owl hooting in the darkness.

3. The children saw a great drift-log roll over the dam in the river.
4. The enraged bees were buzzing about angrily.
5. The sturdy young farmer was driving his team to the field.
6. The feeding birds are chirping merrily.
7. Flowers are blooming.
8. We heard the bells ring cheerily.
9. The laborers saw the man fall from the bridge into the rushing stream.
10. Away went the boat floating down the current.

LESSON XXXI.

EXERCISES IN ANALYSIS.

EXERCISE.—Diagram and analyze the following sentences, giving special attention to the Infinitives, noting whether they are Participial, Substantive, or Attributive:—

1. The falling rain was drenching the belated travelers.
2. To deceive in the means is to be ashamed in the end.
3. They drank their flagons of home-brewed ale.
4. We saw the drunken wretch reeling into the gutter.
5. The way to meet the demands of the age, is to educate the hands, the head, and the heart of the masses.
6. Trained nurses tenderly attended the wounded and dying soldiers.

7. Is this Christian civilization destined to die at the hand of criminal sloth?

8. They sank before the murderous foe, fighting to the last.

9. Singing is a very pleasing and refining exercise.

10. The sceptered and mitred Pope wielded almost universal sway.

LESSON XXXII.

INFINITIVES—ANALYSIS.

EXERCISE.—Diagram and analyze the following sentences, making a careful study of the peculiar infinitive expressions used :—

1. Standing on the bridge, we saw the trembling shadows in the water below us.

2. For me to decide the question is impossible.

3. It is impossible for me to decide the question.

4. The children longed for father to come home.

SUGGESTION.—“Longed for” means “earnestly desired,” a transitive verb.

5. Streaks of livid flame seemed to shoot across the sky.

6. The soldiers saw the ship's guns battering and crumbling the forts guarding the harbor.

7. A glancing shell struck the mutilated ship.

8. They thought to retreat to be to surrender.

9. The soldiers thought retreating disgraceful.

10. For me willingly to do what you ask is in every way impossible.

NOTE.—The teacher will use his judgment now as to whether the exercise of diagramming shall be continued. If neatness and exactness are constantly practiced, such work is in no wise a loss of time. Even in the analysis of long and complicated sentences, the diagram may be very helpful. Moreover, pupils delight to use their *hands* in whatever task. We believe that, for various reasons, the exercise of diagramming may be very profitably continued.

LESSON XXXIII.

MISCELLANEOUS EXERCISES IN ANALYSIS.

1. She promised to sing in our coming concert.
2. Many students attending the seminary were ordained to preach the gospel.
3. Doing a great work often demands a great sacrifice.
4. We have the following plan to offer.
5. Busily engaged in pluming its feathers, the bird did not see the approaching serpent.
6. The horse is eager to start.
7. The traveler threw himself upon the ground to rest.
8. To act is to live.
9. To cease to act is to die.
10. Hope is a cable anchoring us to heaven.
11. "Hope deferred maketh the heart sick."
12. April, a weeping maiden, came drenching the earth with her tears.
13. The falling tears of weeping April awoke the sleeping flowers.

14. By diving many fathoms deep, they recovered the sunken treasure.

15. Having crossed the Rubicon, Caesar hastened to reach Rome.

16. "He came walking and leaping and praising God."

17. To give just credit always, is to exercise just judgment.

18. Loving God is obeying His whole will.

19. We prove our love by obeying His commandments.

20. The sounding of the trumpet was the signal for attacking the enemy.

LESSON XXXIV.

THE CLASSIFICATION OF THE SENTENCE.

According to their structure, sentences are classified as follows :—

1. **Simple Sentences**, when they are the expression of single judgments no element of which is modified by a subordinate judgment ; as, "The performance was pleasing."

2. **Complex Sentences**, when they are the expression of judgments some element of which is modified by a subordinate judgment ; as, "He desires that you visit him."

3. **Compound Sentences**, when they are the expression of two or more associated judgments used correlatively and co-joined ; as, "The rains descended and the floods came."

There is some difference of opinion as to the proper disposition of a sentence, in this classification, which contains the noun clause as subject or as nominative attribute ; that is, as the expression of the fundamental or of the attributive

element of the judgment. On this point it may be said: The Noun Clause used as subject or as Nominative Attribute, expresses **as a unit** the fundamental or the attributive element of the judgment. It requires the whole clause to constitute this unit of the element. This unit is not a modifying element. The Noun Clause used as Subject or as Nominative Attribute is, with reference to the other basic element, a mere noun, and does not justify us in calling the sentence containing it a "Complex Sentence."

The "Direct Object" is a limiting element. Hence, when the noun clause is used as a Direct Object, the sentence is complex; as, "He said **that he would return.**"

The Appositive is a limiting element. Hence, when the noun clause is used as an Appositive, the sentence is complex; as, "It is probable **that he will return.**"

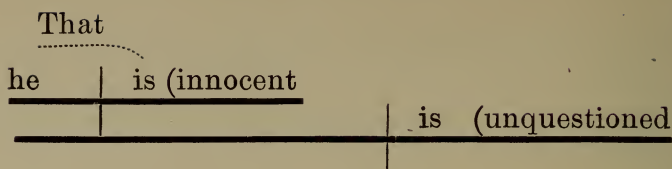
Adjectives and Adverbs are qualifying or limiting elements. Hence, when a clause is used as an adjective or as an adverb, the sentence is complex; as, "The thing **that I love** is denied me." "He returned **when I had gone.**"

In this lesson we will consider the Noun Clause in the simple sentence. (What two positions may the Noun Clause occupy in the simple sentence?)

EXERCISE I.—Write five simple sentences containing the Noun Clause used as the subject.

EXERCISE II.—Write five simple sentences containing the Noun Clause used as Nominative Attribute.

EXERCISE III.—Diagram and analyze the following sentences :—



1. That he is innocent is unquestioned.
2. The prevailing belief is, that he is innocent.
3. "Here is the culprit," was the cry.
4. "Is this right?" was the inquiry.
5. That he was stolen away by night was the belief of his enemies.
6. The important question is, "Does the purpose justify the means?"
7. "How beautiful is this view!" is the customary exclamation.
8. "Is he improving?" was the anxious inquiry.
9. "Can any good thing come from our efforts?" was the doubting response.
10. The unexpected reply was, "Have I a right to do this?"

LESSON XXXV.

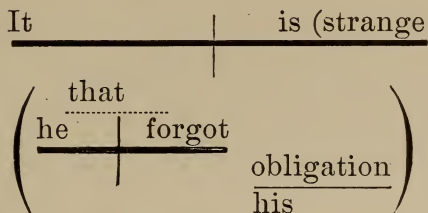
THE COMPLEX SENTENCE.

THE NOUN CLAUSE.

EXERCISE I.—Write five sentences containing the Noun Clause used as Direct Object.

EXERCISE II.—Write five sentences containing the Noun Clause used as an Appositive Element.

EXERCISE III.—Diagram and analyze the following sentences :—



1. It is strange that he forgot his obligation.
2. “ ‘Charge for the guns,’ he said.”
3. We intend that he shall be our chief.
4. It is believed that the earth is round.
5. The general commanded that the soldiers return to camp.
6. I charge you that you heed the message.
7. The reddening evening proclaims that to-morrow will be a fair day.
8. The wounded man asked, “How long have I to live?”
9. How know I that thou art sincere?
10. It is agreed that his behavior is improved.

LESSON XXXVI.

THE COMPLEX SENTENCE—Continued.

THE ADJECTIVE CLAUSE-ELEMENT.

The Adjective Clause-Element is the expression of a subordinate judgment related to some idea expressed by a substantive. The relation of this judgment to the idea limited by it is expressed by Relative Pronouns or by Relative Ad-

verbs. Both classes of connectives express a relation of limitation.

The Relative Pronouns are "who," "which," "what," and "that," and a few others. They perform a distinct office in the Adjective Clause, and also express the relation of the judgment expressed by the clause to their antecedent.

ILLUSTRATIONS :—

1. In the sentence, "The book-writer that forgets his responsibility is unworthy," "**that**" expresses the idea of the relation between the judgment expressed by the Adjective Clause, "that forgets his responsibility," and the idea expressed by "book-writer," the antecedent of "that"—a relation of limitation.

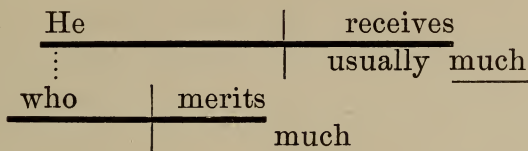
2. In the sentence, "This is the spot where the hero fell," "**where**" is a relative adverb, which expresses the idea of the relation existing between the subordinate judgment expressed by "where the hero fell" and the idea expressed by "spot"—a relation of limitation.

The Relative Adverbs are "when," "where," "whereby," "why," etc. They signify "in which," "within which," "on which," etc. In the subordinate clause they are adverbial in use. They express a relation of **time, place**, etc. But as the "which"-sense expressed by these words refers to an antecedent noun, this double, pronominal-adverbial use justifies the name "Relative Adverb."

EXERCISE I.—Write five Complex Sentences using "who," "which," "what," "that," and "as," to express the relation of the subordinate judgment to the idea limited by it.

EXERCISE II.—Write five Complex Sentences using “when,” “where,” “whereby,” and “why” to express the relation of the subordinate judgment to the idea limited.

EXERCISE III.—Diagram and analyze the following sentences :—



1. He who merits much usually receives much.
2. That was a time that tried men's souls.
3. That was a lesson which I failed to learn.
4. How may I know the place where he may be found?
5. A great leader arose at a time when the nation sorely needed him.
6. He is obeyed who first learns to obey.
7. That was the poor child to whom he gave bread.
8. “Who do men say that I, the Son of Man, am?”
9. There came a time when all things were brought to their remembrance.
10. Who is he to whom you presented the letter?

LESSON XXXVII.

THE COMPLEX SENTENCE—Continued.

THE ADVERBIAL CLAUSE-ELEMENT.

The Adverbial Clause-Element is the expression of a subordinate judgment related to the idea of some action, being,

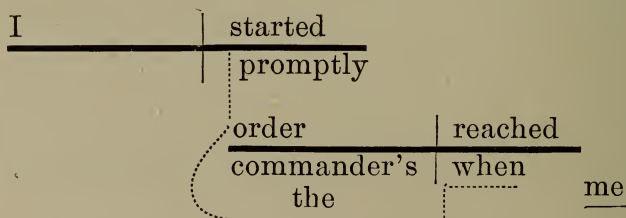
or state, expressed in the sentence. This relation is expressed by that class of connectives called "Conjunctive Adverbs," because they in a sense join the sentences, and at the same time perform the office of adverbs.

Chief, perhaps, among the Conjunctive Adverbs are "when," "where," "as," "before," "since," "because," etc. The relation so expressed is usually a relation of **time**, **place**, **manner**, **cause**, etc.; and upon the basis of the relation so expressed, the clause-element is classified, as to its meaning, as an "adverb of time," of "place," etc.

DIRECTION.—Commit the following list of Subordinate Connectives :—**after**, **altho**, **as**, **because**, **before**, **ere**, **for**, **if**, **since**, **so**, **than**, **that**, **unless**, **whereas**.

EXERCISE I.—Write ten sentences containing the Adverbial Clause-Element.

EXERCISE II.—Diagram and analyze the following sentences, classifying the Adverbial Clauses from the meaning expressed by the connective :—



1. I started promptly when the commander's order reached me.

2. They encountered the enemy as its troops emerged from the forest.

3. Many years have passed since the awful struggle closed.

4. A multitude of brave boys lay where they fell.

5. I will obey when you command.

6. The stranger of whom you speak met me as I was returning from school.

7. We sojourned in the country while the heated season was passing.

8. The students labored diligently while their opportunity lasted.

9. The fort on the hill was bombarded till it surrendered.

10. As long as there is life there is hope.

NOTE.—“As long as” signifies “while.”

LESSON XXXVIII.

THE PARTIALLY-COMPOUND SENTENCE.

Sometimes agreement is asserted between one attribute and two or more subjects. Sometimes agreement is asserted between two or more attributes and one subject. The sentence expressing either of the above conditions is “partially-compound.”

ILLUSTRATIONS :—

1. In the sentence,—“Light and heat and moisture are

necessary to plant life," the attribute expressed by "necessary" is asserted of three subjects: thus, because one of the essential elements—the subject—is compound, the sentence is "partially-compound."

2. In the sentence,—“The sun lights and warms the earth,” the two attributes of action separately expressed by “lighting” (in “lights”) and by “warming” (in “warms”) are asserted of one subject, expressed by “sun.” Thus, because one of the essential elements—the predicate—is compound, the sentence is partially-compound.

Such sentences as the above are rightly called “Partially-Compound Sentences.” They result from the synoptic and contracting, or grouping, tendencies of the mind. A number of objects come before the mind. A common attribute is perceived in each. A judgment is formed, which we desire to express. (Possibly as many judgments are formed as there are separate objects before us in which we perceive the common attribute.) Instead of the tedium of a separate expression for each judgment, the separate fundamental ideas are expressed, and **one** assertion of agreement is made between the several fundamental ideas and the one attributive idea.

When there is but one fundamental idea, and more than one attributive idea, in the judgment, instead of the tedium of a separate assertion of agreement between this one fundamental idea and the several attributive ideas, in the expression of several separate judgments, **one** assertion of agreement between the single fundamental, and the several attributive ideas, is made.

ILLUSTRATIONS: —

1. Instead of saying—"Light is necessary to plant life and heat is necessary to plant life and moisture is necessary to plant life," this repetition of parts is condensed into the equivalent and economic form—"Light, heat, and moisture are necessary to plant life."

2. Instead of saying—"The sun lights the earth and the sun heats the earth," the expression is condensed into the equivalent and economic form—"The sun lights and heats the earth."

A sentence is partially-compound **only** when it contains the expression of a compound fundamental, or a compound attributive, element of the judgment. That is, a sentence is partially-compound only when it has a compound subject formed of two or more simple subjects used correlatively; or when it has a compound predicate formed of two or more simple predicates used correlatively. That is, a sentence is partially-compound when one of its essential, or principal, elements is compound.

Sometimes the partially-compound sentence may have both a compound subject and a compound predicate; as, "John and James work on the farm in summer and attend school in winter."

The Objective Element is a subordinate element. Therefore a compound "Direct Object" does not make the sentence partially compound.

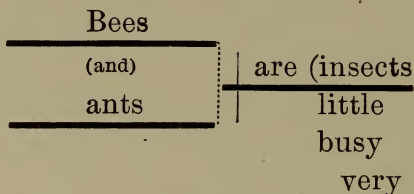
Adjective, appositive, and adverbial elements are subordinate elements. Therefore compound adjective, appositive or

adverbial elements do not make the sentence partially-compound.

EXERCISE I.—Compose five partially-compound sentences having compound subjects.

EXERCISE II.—Compose five partially-compound sentences having compound predicates.

EXERCISE III.—Diagram and analyze the following sentences :—



1. Bees and ants are very busy little insects.
2. The roses and the violets of their youth had faded.
3. The blackbird is caroling and warbling on the swaying branch of the old appletree.
4. The wintry winds and snows are resuming their wonted sway.
5. The busy wheels of the great flour mill are humming and singing as they toil.
6. Men, women, and children were shouting, and crying "Hosanna! to the son of David."
7. "Drink deep or taste not the Pierian Spring."—*Pope*.
8. "Time and tide wait on no man."
9. Studying the Bible and living its precepts give us a spiritual development that makes us fit to live with men here and with angels hereafter.

10. The fortune-seekers were sturdily delving into the earth, industriously washing the soil, and greedily collecting the grains of precious metal.

LESSON XXXIX.

THE COMPOUND SENTENCE.

A Compound Sentence is the expression of two or more co-related judgments. In order that the sentence be in reality compound, there must be a relation in thought between the two or more judgments expressed.

The nature of the relation existing between the judgments expressed in a compound sentence is shown by the connective used.

“And” is the typical connective. It really expresses no more than the relation of aggregation; as, “The rain descended **and** the floods came **and** the winds blew and beat upon that house **and** it fell not.”

The Connective is:—

1. **Copulative**, when it expresses simple aggregation. Examples: “and,” “also,” etc.

2. **Adversative**, when expressing a relation of contrary conditions in the members joined. Examples: “but,” “tho,” “yet,” “while,” “and yet,” etc.

3. **Alternative**, when expressing a relation of alternation, sometimes involving a choice or preference between the judgments expressed disjunctively. Examples: “or,” “nor,” “either . . . or,” “neither . . . nor,” “then,” etc.

A close study of the relation expressed by the connective is vital to the exact understanding of the meaning expressed by a compound sentence.

Commit to memory the following list of coördinate connectives: "and," "also," "but," "else," "further," "however," "moreover," "notwithstanding," "or," "nor," "still," "yet."

EXERCISE I.—Compose compound sentences using each of the above coördinate connectives.

EXERCISE II.—Diagram and analyze the following sentences, especially noting the relation of the judgments expressed, as told by the connective:—

Dawn		lifted	
The		⋮	curtain
		(and)	sable of night
		⋮	the the
sun		revealed	
the			scene
			beauteous
			the

1. The dawn lifted the sable curtain of the night and the sun revealed the beauteous scene.
2. At last the heavy gloom of the fog arose, but the ship had disappeared from view.
3. You must yield; otherwise I shall slay you.
4. The command rang out sharply on the morning air, and the troops issued forth with measured tread.

5. The catastrophe befell him notwithstanding ne made a brave effort to prevent it.

6. At the door he hung the bird-cage,
And they entered in and gladly
Listened to Osseo's father,
Ruler of the Star of Evening.

—Longfellow.

7. Thus the wedding banquet ended,
And the wedding guests departed,
Leaving Hiawatha happy
With the night and Minnehaha.

—Longfellow.

8. Buried were all warlike weapons,
And the war-cry was forgotten.

—Longfellow.

9. Thou hast already failed me thrice, and I doubt thy courage and discretion.

10. I much dislike his looks and manner ; yet his courage and skill are unquestioned.

11. In the village worked the women,
Pounded maize, or dressed the deer-skin ;
And the young men played together
On the ice the noisy ball-play,
On the plain the dance of snow-shoes.

—Longfellow.

12. Homeward now came Hiawatha
From his hunting in the forest,
With the snow upon his tresses,
And the red-deer on his shoulders.

At the feet of Laughing-Water
Down he threw his lifeless burden,
Nobler, handsomer she thought him
Than when first he came to woo her.

—*Longfellow.*

LESSON XL.

THE SENTENCE-CLASSIFICATION.

According to their nature, sentences are classified as follows :—

1. **Declarative**, when they contain the assertion of a positive agreement or disagreement between the fundamental and the attributive elements of the judgment; as, “The years are passing.”

2. **Interrogative**, when they are the expression of an inquiry concerning the agreement or the disagreement existing between the fundamental and the attributive elements of the judgment; as, “Are you injured?”

3. **Imperative**, when they are the expression of a desire or determination of the speaker to secure the performance of an act; as, “Come to the festal board to-night.”

4. **Exclamative**, when they are the expression of enthusiastic appreciation of the agreement existing between the fundamental and the attributive elements of the judgment; as, “How beautiful is the day!”

It is difficult indeed to discover a parallel between the

nature of the Imperative sentence and that of the Declarative sentence. Hidden away among the relics of the ages past, no doubt, lies the parallel, or, what is more likely, the identity. But at this day, the Imperative sentence stands alone, a distinct monument of what ages of the growth and change of language have produced.

Our discussions of the nature of thought and expression shrink before this monument, and we approach it now only in conjecture. May it not be that the peculiar form and nature of the Imperative sentence had its origin somewhat as follows :—

In the sentence, “You sing sweetly to me,” we understand that the words were mildly uttered, a mere statement of a fact—the sentence Declarative. Now emphasize the subject “you” slightly. Note that the **desire** that “you sing” is now becoming manifest. Now omit the tender word “sweetly,” and at the same time retain the former emphasis on the subject “you.” Note now the manifest growth of the **desire**. Now, growing more vehement in the wish, drop the courteous “you” and the tender word “sweetly,” and note the effect—the expression is now robbed of the tenderness and the courtesy, and has resolved itself into an **imperious request**. Now drop “to me,” the softening fall in the original expression. Note now that the former courteous and tender expression of a **mere wish** has been transformed by the gradually increasing degree of urgency into an **unqualified command**, and that, instead of the former Declarative sentence, “You sing sweetly to me,” there now stands only the naked verb, “Sing.”

Such is the nature of the Imperative sentence, and such is the probable process thru which it has passed since the beginning of language. And such is the nature of the verb in the Imperative mode.

Thus may we not conclude that the origin of the various kinds of sentences classified as to their nature was in all probability identical? The Imperative mode of the verb, and the Imperative sentence are probably growths that are the outcome of the multitudinous necessities that have confronted man in all the various stages of his intellectual and linguistic development.

In the English language, the Imperative verb is used in only one "Person"—the "second person." It is easy and correct, then, to assume that the subject is always the personal pronoun—singular or plural—"ye," or "you," or "thou," or possibly, sometimes, the antecedent of "thou" or "you."

In the analysis of the Exclamative sentence, it will be noticed that by the placing of the parts into their natural order, the sentence becomes practically identical in form with the form of the Declarative sentence. The sentence, "How bitterly he regrets the deed," becomes "He regrets the deed how bitterly," when read in the order for analysis.

The Exclamative particles "oh," "ah," "hurrah," "pooh," etc., have no grammatical connection with the sentence which follows. However, they are full of significance, in that they portray something of the manner in which the speaker regards the matter under consideration, and so deserve attention.

EXERCISE I.—Compose five Declarative sentences.

EXERCISE II.—Compose five Interrogative sentences.

EXERCISE III.—Compose five Imperative sentences.

EXERCISE IV.—Compose five Exclamative sentences.

LESSON XLI.

CONNECTIVES.

In the study of Compound and Complex sentences, the “Connective” is a very significant element. “Connectives” are those words which are used to express the relations existing between different ideas, between ideas and related judgments, and between related judgments.

Connectives are classified as follows:—

1. **Co-ordinate Connectives**, when they are such as are used to express relations between elements of equal rank in sentence structure. Examples:—“and,” “or,” “nor,” etc.

Co-ordinate Connectives are classified as follows:—

a. **Copulative**, when used to express the idea of the aggregation of ideas or judgments of equal rank in structure, and co-ordinately used. Examples:—“and,” “also,” etc.

b. **Adversative**, when used to express the idea of contrary conditions existing between the co-ordinately used ideas or judgments. Examples:—“but,” “except,” etc.

c. **Alternative**, when used to express the idea of a choice or alternative between the co-ordinately used ideas or judgments used disjunctively. Examples:—“or,” “nor,” etc.

Alternative Connectives are classified as follows :—

(a) As to Form—

1. Simple, as “or,” “nor.”
2. Compound, as “either . . . or,” “neither . . . nor.”

(b) As to Nature—

1. Positive, as “or,” “either . . . or.”
2. Negative, as “nor,” “neither . . . nor.”

2. **Subordinate Connectives**, when they are used to express relations between elements of unequal rank in structure.

Subordinate Connectives are classified as follows :—

a. **Correlative**, such as are used in pairs, one answering or referring to the other. Some members of this class are likewise used as co-ordinate connectives. From their use it may usually be quite easily determined whether they are co-ordinate or subordinate connectives.

Commit the following list of correlatives in pairs, and write sentences using each pair :—“both . . . and,” “as . . . as,” “if . . . then,” “so . . . as,” “notwithstanding . . . yet,” “tho . . . yet,” “either . . . or,” “neither . . . nor.”

b. **Conditional**, such as are used to express the relation of a subordinate judgment to the idea that the judgment limits, when this related judgment is made the condition upon which the principal judgment becomes a fixed fact. Examples :—“if,” “tho,” “unless,” “except.”

c. **Relative Pronouns**, which are used to express the relation of the subordinate judgment expressed by the adjective

clause to the idea limited or qualified by this related judgment.

Examples:—(a) Simple Relative Pronouns — “who,” “which,” “what,” “that,” “as,” “but.” (b) Compound Relative Pronouns:—“whoever,” “whoso,” “whosoever,” “whichever,” “whichsoever,” “whatever” and “whatsoever.”

d. **Relative Adverbs**, which are adverbs used to express the relation existing between a subordinate related judgment and the idea expressed by a noun, or substantive, which idea the subordinate judgment limits. Examples:—“when,” “where,” “why,” etc.

e. **Conjunctive Adverbs**, which are used to express the relation existing between a subordinate related judgment and some idea of action, being, or state, which the subordinate judgment limits by denoting the time, place, etc., of the action, being, or state. Examples:—“then,” “when,” “where,” “while,” “as,” “after,” “before,” “how,” “since,” “therefore,” “till,” “until,” “wherefore,” “why.”

f. **Prepositions**, which are used to express the relation existing between a subordinate related idea and the idea which this subordinate idea limits. Examples:—“by,” “from,” “upon,” “in,” “into,” “within,” etc. (See list of prepositions in Supplement.)

EXERCISE I.—Write three compound sentences using Coordinate Connectives. Study the relation expressed by the connective.

EXERCISE II.—Write three complex sentences using Conditional Connectives.

EXERCISE III.—Write three complex sentences using Relative Pronouns as connectives.

EXERCISE IV.—Write three complex sentences using Relative Adverbs as connectives.

EXERCISE V.—Write three sentences using Prepositions.

LESSON XLII.

DIRECTIONS FOR ANALYSIS.

In the preceding lessons the simple sentence has been analyzed, essentially, in all its various forms.

1. The sentence must first be read, and then classified, first as to structure, and second, as to nature, thus:—"The young man who wills to mount the heights will always find a way." This is a **complex declarative** sentence.

2. Next, read the subject part, and then the predicate part of the sentence; thus:—"The young man who wills to mount the heights" is the complex subject. It is the expression of the complex fundamental element of the judgment.

3. Next, read the simple subject, then dispose of its "modifiers."

4. Next, read the complex predicate and tell **why** it is such; then the simple predicate; then dispose of its modifiers.

5. Modifiers of a noun, or any substantive, are always simple, complex, or compound, in structure; and they are always adjective or appositive in nature; and they are always

word, phrase, or clause, in form. So, as elements, they may be spoken of as simple, complex, or compound, adjective, or appositive, word, phrase, or clause elements. The ideas they express modify by qualifying or limiting, and possibly, sometimes, by intensifying.

6. Modifiers of verbs or infinitives are simple, complex, or compound, adverbial or objective, word, phrase, or clause elements.

a. Objective elements limit by denoting the direct or the indirect recipient of the action, or by denoting "duration of time or extent of space."

b. Adverbial elements qualify the action by denoting the manner, or the kind, of the action, or they limit the action, being, or state by denoting the time, place, cause, etc., or they intensify by denoting a greater or a lesser degree of the quality of a substance or an action.

7. In the analysis of a compound sentence, let the sentence be read and classified. Then let the co-ordinate members of the compound sentence be analyzed separately.

8. Study the exact relations expressed by all connectives.

Before beginning the general exercises in analysis to follow, let the foregoing directions be clearly understood and carefully committed.

LESSON XLIII.

SOME FRAGMENTS.

The student may encounter some difficulty in disposing of certain elements not yet more than merely touched upon in

our course in analysis. We deem it well to call attention to a few of these elements.

1. Tense Auxiliaries.

In the sentence, "Charles had recited," "had" is an auxiliary word introduced as a means of assisting in the fixing of the time of the action with reference to the present time; "had" is, therefore, a tense auxiliary.

In the sentence, "I shall discharge my duty," "shall" is an auxiliary word introduced as a means of assisting in fixing the time of the action with reference to the present time; "shall" is, therefore, a tense auxiliary.

And so "shall" and "will," with "have" and the perfect infinitive, are used to denote the future perfect tense; "have," "has," or "hast," with the perfect infinitive, to denote the present perfect tense; and "had" or "hadst" with the perfect infinitive, to denote the past perfect tense.

The above tense auxiliaries are generally considered as a part of the verb; but they are separate from the word used to express the idea of action. They have a separate significance that should be studied and known.

It is true that such words serve obscurely to express the mind-decision of agreement between the essential elements of the judgment, and so possess the assertive power of the pure copulative verb. The "tense" significance is what we wish especially to call attention to here. While they assert in this hidden way the agreement, they have a value in fixing the tense of the assertion. Hence we may call them "tense auxiliaries."

2. Mode Auxiliaries.

In the sentence, "You may return," "may" is used to indicate permission granted by the speaker to the person addressed. (Or it may indicate future possibility.) Such a word introduced into the sentence modifies the usual mode of assertion, and hence it may be called a "mode auxiliary."

Such words as **can**, **could**, **may**, **might**, **ought**, **would**, and **should**, used to express ideas of **power**, **possibility**, **will**, **permission**, **probability**, or **obligation** to perform certain actions, are properly called "mode auxiliaries."

Such words, as do the "tense auxiliaries," in a hidden way, assert the agreement between the essential elements of the judgment expressed by the sentence in which they are used. They are thus **verbs**, but they have a separate value—that of modifying the assertion—that deserves special notice. This separate significance should be definitely understood.

3. Introductory words.

The sentence, "There are no idlers here," might be "Here are no idlers," or "No idlers are here." But usage, reflective or accidental, has come to prefer the former expression; and so we have a peculiar use of the word "there." This use was doubtless, at one time, purely adverbial. Now it has become weakened into an introductory expression, enabling us to put the subject after the verb, and such is its synthetic connection with the sentence.

In the sentence, "That he is right, is plainly evident," "that," naturally endowed with a strong demonstrative sig-

nificance, has faded into a weak introductory word. "He is right, is plainly evident," is the expression of the same judgment, stripped of the introductory formality. But Usage, sovereign of his time, prefers the former expression.

Possibly "That is plainly evident," was the sentence from which the above sentence arose. Afterward the expression, "he is right," was thrown in as explanatory of "that"—appositive in its relation to "that." But the force of "that" has dwindled to its present significance—that of a weak introductory expression.

4. **Exclamatives.**

In the sentence, "Hurrah! we have won!", "hurrah" signifies an explosion of enthusiasm on the part of the speaker. Such expressions are properly called "Exclamatives."

Such words as **hurrah**, **pooh**, **alas**, **avaunt**, etc., are full of significance, and deserve a close study. They have no synthetic connection with the rest of the sentence with which they occur, tho they accompany it with much meaning. In analysis, they are properly called "Exclamatives."

5. **Contractions.**

In the sentence, "John is taller than James," "than James" constitutes the subject of the second member of a compound sentence expressing a comparison. It may be of assistance at first, to complete the second member, thus—"than James is tall," as the real standard of the comparison lies in the second member. However, let this be done only that the standard and the comparison may be discerned.

LESSON XLIV.

EXERCISES IN ANALYSIS.

1. "Big words do not smite like war-clubs."
2. "Boastful breath is not a bow-string."
3. "Taunts are not so sharp as arrows."
4. "Deeds are better things than words are."
5. "In the land of the Dakotahs
Lives the arrow-maker's daughter."
6. "At the feet of Laughing Water
Hiawatha laid his burden."
7. "Through their thoughts they heard a footstep,
Heard a rustling in the branches,
And with glowing cheeks and forehead,
With the red deer on his shoulders,
Suddenly from out the woodland
Hiawatha stood before them."
8. "All around the happy village
Stood the maize fields, green and shining,
Waved the green plumes of Mondamin,
Waved his soft and sunny tresses,
Filling all the land with plenty."

LESSON XLV.

EXERCISES IN ANALYSIS.

1. "In the old colony days, in Plymouth, the land of the Pilgrims,
To and fro in a room of his simple and primitive dwelling,
Clad in doublet and hose, and boots of Cordovan leather,
Strode with a martial air, Miles Standish, the Puritan Captain."
2. "Long at the window he stood, and wistfully looked at the landscape."
3. "Let not him that putteth his hand to the plow look backwards,
Though the ploughshare cut through the flowers of life to the fountains."
4. "If the great Captain of Plymouth is so very eager to wed me,
Why does he not come himself, and take the trouble to woo me?"
5. "Forth from the curtain of clouds, from the tent of purple and scarlet,
Issued the sun, the great High-Priest, in garments resplendent."
6. "Over his clouded eyes there had passed at times an expression

Softening the gloom and revealing the warm heart
hidden beneath them,
As when across the sky the driving rack of the rain-
cloud
Grows for a moment thin, and reveals the sun by its
brightness."

7. "Then he said with a smile, 'I should have remembered the adage—
If you would be well served, you must serve yourself.'"
-

LESSON XLVI.

EXERCISES IN ANALYSIS.

1. "All his thoughts were congealed into lines on his
face, as the vapors
Freeze in fantastic shapes on the window-panes in
winter."
2. "Silently, one by one, in the infinite meadows of
heaven,
Blossomed the lovely stars, the forget-me-nots of the
angels."
3. "Life had long been astir in the village, and clamorous labor
Knocked with its hundred hands at the golden gate
of the morning."

4. "Plaintive at first were the tones, and sad, then soaring to madness,
Seemed they to follow or guide the revels of frenzied Bacchantes."
 5. "Single notes were then heard, in sorrowful, low lamentation;
Till, having gathered them all, he flung them abroad in derision,
As, when after a storm, a gust of wind through the tree-tops,
Shakes down the rattling rain in a crystal shower on the branches."
 6. "But on Evangeline's heart fell his words as in winter the snowflakes
Fall into some lone nest from which the birds have departed."
 7. "Gleams of celestial light encircle her forehead with splendor,
Such as the artists paint o'er the brows of saints and apostles,
Or such as hang by night o'er a city seen at a distance."
-

LESSON XLVII.

EXERCISES IN ANALYSIS.

1. "England yielded to the Danes and Northmen in the tenth and eleventh centuries, and was the receptacle into

which all the mettle of that strenuous population was poured."

2. "There shall come a time, in later ages, when Ocean shall relax his claims, and a vast continent appear, and a pilot shall find new worlds, and Thule shall be no more earth's bounds."

3. "The discovery of America by Christopher Columbus is the greatest event in secular history."

4. "The splendid empire of Charles V. was erected upon the grave of liberty. The ancient stream of national freedom and human progress, through many of the fairest regions of the world, were emptied and lost in that enormous gulf."

5. "The Spaniards of the sixteenth century were indisputably the noblest nation of Europe; yet they had the Inquisition and Philip II."

6. "All the sober men that I was acquainted with, who were against the Parliament, used to say, 'The king had the better cause, but Parliament had the better men.'"

LESSON XLVIII.

EXERCISES IN ANALYSIS.

The Crusades of the Christian nations, intended to dislodge the "Infidel" out of Jerusalem, though they failed in that object, had awakened Europe to new life. East and

West were brought nearer together. Knights and soldiers and pilgrims brought home from new lands new thoughts and wider notions. Commerce with the East was extended. Maritime enterprise was stimulated. There was improvement in ships. The mariner's compass was discovered, and under its guidance longer voyages could safely be made. The invention of gunpowder had changed the character of war, and enlarged the scale on which it was waged. The recent conquests of the Turks were indirectly the cause of new life to Christendom. The fall of Constantinople resulted in a great revival of learning in Europe. Driven from the East, learned Greeks and Jews came to settle in Italy. Greek and Hebrew were again studied in Europe. The literature, the history, the poetry, the philosophy and arts, of old Greece and Rome were revived. And the result was, that a succession of poets, painters, sculptors, and historians sprang up in Christendom such as had not been known for centuries. Above all, the invention of printing had come just in time to spread whatever new ideas were afloat, with a rapidity never known before.—*Seebohm*.

GENERAL EXERCISES IN ANALYSIS.

A SUGGESTION.—By the various exercises in analysis already passed over, the student is probably prepared to proceed with the following without discussing all the minute details of the analysis of each selection. The reading of the separate clauses and a careful study of the relations of the judgments expressed by the clauses, and of the parts with which the student is less familiar, will save much time, and yet in no wise diminish the value of the exercise.

1. "We sped the time with stories old,
Wrought puzzles out, or riddles told."
2. "Who has not learned in hours of faith
The truth to flesh and sense unknown,
That Life is ever lord of Death,
And Love can never lose its own?"
3. "We turn to pages that they read,
Their written words we linger o'er,
But in the sun they cast no shade,
No voice is heard, no sign is made;
No step is on the conscious floor!"
4. "Yet Love will dream and Faith will trust,
Since He who knows our needs is just,
That somehow, somewhere, meet we must."
5. "The cat's dark silhouette on the wall
A couchant tiger's seemed to fall."
6. "What matter how the night behaved?
What matter how the north-wind raved?
Blow high, blow low, not all its snow
Could quench our hearth-fire's ruddy glow."
7. "Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at last art free—
Leaving thy out-grown shell by life's unresting sea."

8. "Whither, mid falling dew,
While glow the heavens with the last steps of day
Far in the rosy depths dost thou pursue
Thy solitary way?"
9. "Musing beneath this legendary tree
The years between furl off."
10. "'There he stood,' softly we repeat,
And lo! the statue shrined and still
In that gray minsterfront we call the Past,
Feels in its frozen veins the pulses thrill."
11. "Then it came to pass that a pestilence fell on the
city,
Presaged by wondrous signs, and mostly by flocks of
wild pigeons,
Dark'ning the sun in their flight, with naught in
their craws but an acorn;
And, as the tides of the sea arise in the month of
September,
Flooding some silvery stream, till it spreads to a lake
in the meadow,
So death flooded life, and, o'erflowing its natural
margin,
Spread to a brackish lake, the silver stream of
existence."
12. "Her lively looks a sprightly mind disclose,
Quick as her eyes, and as unfixed as those;
Favors to none, to all she smiles extends
Oft she regrets, but never once offends."

13. " Yet graceful ease, and sweetness void of pride,
Might hide her faults, if belles had faults to hide ;
If to her share some female errors fall,
Look on her face, and you'll forget them all."
14. " This world was once a fluid haze of light,
Till toward the centre set the starry tides,
And eddied into suns, that wheeling, cast the planets."
15. " Knowledge is now no more a fountain sealed !
Drink deep until the habits of a slave,
The sins of emptiness, gossip, and spite and slander
die."
16. " Better not to be at all
Than not to be noble."
17. " This is the very painting of your fear ;
This is the air-drawn dagger which, you said,
Led you to Duncan. O, these flaws and starts,
Imposters to true fear, would well become
A woman's story at a Winter's fire,
Authorized by her grandam."
18. " I have lived long enough ; my way of life
Is fallen into the sere, the yellow leaf ;
And that which should accompany old age,
As honor, love, obedience, troops of friends
I must not look to have."
19. " Canst thou not minister to a mind diseased ;
Pluck from the memory a rooted sorrow ;
Raze out the written troubles of the brain ;

And with some sweet, oblivious antidote,
Cleanse the stuffed bosom of that perilous stuff
Which weighs upon the heart?"

20. "Frailty, thy name is woman."

21. "The friends thou hast, and their adoption tried,
Grapple them to thy soul with hoops of steel."

22. "What a piece of workmanship is man! how noble
in reason! how infinite in faculties! in form and moving
how express and admirable! in action, how like an angel!
in apprehension, how like a God!"

23. "Give me that man
That is not passion's slave, and I will wear him
In my heart's core, ay, in my heart of hearts,
As I do thee."

24. "Must I relinquish it all!" he cried with a wild
lamentation.

"Must I relinquish it all, the joy, the hope, the
illusion?

Was it for this I have loved, and waited, and
worshipped in silence?

Was it for this I have followed the flying feet and
the shadow

Over the wintry sea, to the desolate shores of New
England?"

—*Longfellow.*

25. But as he warmed and glowed, in his simple and
eloquent language,

Quite forgetful of self, and full of the praise of his
rival,

Archly the maiden smiled, and, with eyes over-
running with laughter,

Said in a tremulous voice, "Why don't you speak
for yourself, John?"

—*Longfellow.*

26. Then the master,
With a gesture of command,
Waved his hand;
And at the word,
Loud and sudden there was heard,
All around them and below,
The sound of hammers, blow on blow,
Knocking away the shores and spurs—
And see! she stirs!
She starts—she moves—she seems to feel
The thrill of life along her keel,
And, spurning with her foot the ground,
With one exulting joyous bound,
She leaps into the ocean's arms.

—*Longfellow.*

27. Thou, too, sail on, O Ship of State!
Sail on, O Union, strong and great!
Humanity with all its fears,
With all the hopes of future years,
Is hanging breathless on thy fate!
We know what Master laid thy keel,
What Workman wrought thy ribs of steel,

Who made each mast and sail and rope ;
What anvils rang, what hammers beat,
In what a forge and what a heat
Were shaped the anchors of thy hope!

—*Longfellow.*

28. I dare your pity or your scorn,
 With pride your own exceeding ;
I fling my heart into your lap
 Without one word of pleading.

—*Whittier.*

29. She looked up in his face of pain
 So archly yet so tender :
“ And if I lend you mine,” she said,
 “ Will you forgive the lender?”

—*Whittier.*

30. A strange delight,
Blent with a thrill of fear, o’er-mastered me,
And, ere I knew, my flashing steps were set
Within the rivulet’s pebbly bed, and I
Was rushing down the current. By my side
Tripped one as beautiful as ever looked
From white clouds in a dream, and, as I ran,
She talked with musical voice and sweetly laughed.

—*Bryant.*

31. Eva looked,
And lo ! a glorious hall, from whose high vault,
Stripes of soft light, ruddy, and delicate green,

And tender blue, flowed downward to the floor
And far around, as if the aerial hosts
That march on high by night, with beamy spears,
And streaming banners, to that place had brought
Their radiant flags to grace a festival.

—*Bryant.*

32. So Eva slept,
But slept in death ; for when the power of frost
Locks up the motions of the living form,
The victim passes to the realm of Death
Through the dim porch of sleep.

—*Bryant.*

33.- The stag at eve had drunk his fill,
Where danced the moon on Monan's rill,
And deep his midnight lair had made,
In lone Glenartney's hazel shade ;
But when the sun, his beacon red
Had kindled on Benvoirlick's head,
The deep-mouthed blood-hound's heavy bay
Resounded up the rocky way,
And faint, from farther distance borne,
We heard the clanging hoof and horn.

—*Scott.*

34. As chief, who hears his warders call,
 "To arms! the foemen storm the wall!"
 The antlered monarch of the waste
 Sprang from his heathery couch in haste;
 But, ere his fleet career he took,

The dewdrops from his flanks he shook ;
Like crested leader proud and high,
Tossed his beamed frontlet to the sky,
A moment gazed adown the dale,
A moment snuffed the tainted gale,
A moment listened to the cry,
That thickened as the chase drew nigh ;
Then, as the headmost foes appeared,
With one brave bound the copse he cleared,
And, stretching forward full and far,
Sought the wild heaths of Uam-Var.

—*Scott.*

35. Soldier, rest! thy warfare o'er,
Sleep the sleep that knows not breaking :
Dream of battled fields no more,
Days of danger, nights of waking.
In our isle's enchanted hall,
Hands unseen thy couch are strewing,
Fairy strains of music fall,
Every sense in slumber dewing.
Soldier, rest! thy warfare o'er,
Dream of fighting fields no more ;
Sleep the sleep that knows not breaking,
Morn of toil, nor night of waking.

—*Scott.*

36. At length, with Ellen, in a grove
He seemed to walk and speak of love ;
She listened with a blush and sigh,

His suit was warm, his hopes were high.
He sought her yielded hand to clasp—
And a cold gauntlet met his grasp :
The phantom's sex was changed and gone,
Upon its head a helmet shone ;
Slowly enlarged to giant size,
With darkening cheek and threatening eyes,
The grisly visage, stern and hoar,
To Ellen still a likeness bore—
He woke, and panting with affright,
Recalled the vision of the night.

—*Scott.*

37. The bride kissed the goblet ; the knight took it up,
He quaffed off the wine, and he threw down the cup,
She looked down to blush, and she looked up to sigh,
With a smile on her lips and a tear in her eye.
He took her soft hand, ere her mother could bar—
“ Now tread we a measure,” said young Lochinvar.

—*Scott.*

38. One touch to her hand, and one word in her ear,
As they reached the hall door, and the charger stood
near ;
So light to the croup the fair lady he swung,
So light to the saddle before her he sprung.
“ She is won ! We are gone, over bank, bush and
scaur ;
They'll have fleet steeds that follow,” quoth young
Lochinvar.

—*Scott.*

39. The train from out the castle drew,
But Marmion stopped to bid adieu :—
“ Though something I might 'plain,” he said,
“ Of cold respect to stranger guest,
Sent hither by your king's behest,
While in Tantallon's towers I stayed ;
Part we in friendship from your land,
And, noble earl, receive my hand.”
40. But Douglas round him drew his cloak,
Folded his arms, and thus he spoke :—
“ My manors, halls, and bowers shall still
Be open at my sovereign's will,
To each one whom he lists, howe'er
Unmeet to be the owner's peer.
My castles are my king's alone,
From turret to foundation-stone—
The hand of Douglas is his own ;
And never shall in friendly grasp
The hand of such as Marmion clasp.”
41. Burned Marmion's swarthy cheek like fire,
And shook his very frame for ire,
And—“ This to me?” he said—
“ An 'twere not for thy hoary head,
Such hand as Marmion's had not spared
To cleave the Douglas' head.”
42. “ And first I tell thee, haughty peer,
He who does England's message here,

Although the meanest in her state,
May well, proud Angus, be thy mate ;
And Douglas, more I tell thee here,
Even in thy pitch of pride,
Here in thy hold, thy vassals near,
(Nay, never look upon your lord,
And lay your hands upon your sword),
I tell thee, thou 'rt defied !''

43. " And if thou saidst I am not peer
To any lord in Scotland here,
Lowland or Highland, far or near,
Lord Angus, thou hast lied."

—*Scott.*

44. From the neighboring school
Come the boys,
With more than their wonted noise
And commotion ;
And down the wet streets
Sail their mimic fleets,
Till the treacherous pool
Ingulfs them in its whirling
And turbulent ocean.

—*Longfellow.*

45. They climb up into my turret,
O'er the arms and back of my chair,
If I try to escape, they surround me ;
They seem to be everywhere.

—*Longfellow.*

46. They almost devour me with kisses,
Their arms about me entwine,
Till I think of the Bishop of Bingen,
In his Mouse-tower on the Rhine.
—Longfellow.
47. Do you think, O blue-eyed banditti,
Because you have scaled my wall,
Such an old mustache as I am
Is not a match for you all?
—Longfellow.
48. I have you fast in my fortress
And will not let you depart,
But put you into the dungeon
In the round-tower of my heart.
—Longfellow.
49. The world was all before them where to choose
Their place of rest, and Providence their guide.
They, hand in hand, with wandering steps and slow,
Through Eden took their solitary way.
—Milton.
50. Milton, thou shouldst be living at this hour.
England hath need of thee. She is a fen
Of stagnant waters; altar, sword, and pen,
Fireside, the heroic wealth of hall and bower,
Have forfeited their ancient English dower
Of inward happiness. We are selfish men;
Oh! raise us up, return to us again;
And give us manners, virtue, freedom, power.

Thy soul was like a star, and dwelt apart ;
Thou hadst a voice whose sound was like the sea—
Pure as the naked heavens—majestic, free ;
So didst thou travel on life's common way
In cheerful godliness ; and yet thy heart
The lowliest duties on herself didst lay.

—*Wordsworth.*

51. Ae fond kiss and then we sever ;
Ae farewell, alas, forever.
Had we never loved sae kindly,
Had we never loved sae blindly,
Never met, or never parted,
We had ne'er been broken-hearted.

—*Burns.*

52. We look before and after,
And pine for what is not ;
Our sincerest laughter
With some pain is fraught ;
Our sweetest songs are those that tell of saddest
thought.

—*Shelley.*

53. One day, nigh weary of the irksome way,
From her unhastie beast she did alight,
And on the grass her dainty limbs did lay
In secret shadow, far from all men's sight ;
From her fayre head her fillet she undight,
And laid her stole aside. Her angel's face,
As the great eye of heaven, shyned bright,

And made a sunshine in the shady place ;
Did ever mortal eye behold such heavenly grace?

—*Spenser*.

54. Last noon beheld them full of lusty life ;
 Last eve, in beauty's circle proudly gay ;
The midnight brought the signal sound of strife ;
 The morn, the marshalling in arms ; the day—
 Battle's magnificently stern array !
The thunder clouds close o'er it, which, when rent,
 The earth is covered thick with other clay,
Which her own clay shall cover, heapt and pent,
Rider and horse, friend, foe, in one red burial blent.
—*Byron*.

55. To him who, in the love of nature, holds
Communion with her visible forms, she speaks
A various language. For his gayer hours
She has a voice of gladness and a smile
And eloquence of beauty ; and she glides
Into his darker musings with a mild
And healing sympathy that steals away
Their sharpness ere he is aware.

—*Bryant*.

56. Fitted for every use, like a great majestic river,
Blending thy various streams, stately thou flowest
 along,
Bearing the white-winged ship of poesy over thy
 bosom,
Laden with spices that come out of the tropical isles,

Fancy's pleasuring yacht, with its bright and fluttering pennons,
Logic's frigates of war, and the toil-worn barges of trade.

—*Story.*

57. Thou hast the sharp, clean edge, and the downright blow of the Saxon ;
Thine the majestical march and the stately pomp of the Latin ;
Thine the euphonious swell, the rhythmical roll of the Greek ;
Thine is the elegant suavity caught from sonorous Italian ;
Thine the chivalric obeisance, the courteous grace of the Norman ;
Thine the Teutonic German's inborn guttural strength.

—*Story.*

58. Therefore it is that I praise thee and never cease from rejoicing,
Thinking that good stout English is mine and my ancestors' tongue ;
Give me its varying music, the flow of its free modulation ;
I will not covet the full roll of the glorious Greek,
Luscious and feeble Italian, Latin so formal and stately,
French with its nasal lisp, nor German, inverted and harsh,—

Not while our organ can speak with its many and
wonderful voices,
Play on the soft lute of love, blow the loud trumpet
of war,
Sing with the high sesquialto, or, drawing its full
diapason,
Shake all the air with the grand storm of its pedals
and stops.

—*Story.*

PART TWO

OUTLINE STUDIES OF THE PARTS OF SPEECH.

LESSON I.

I.—THE NOUN.

I. DEFINITION.—A **Noun** (Latin, **nomen**) is a name.

II. According to their uses, nouns are classified as (1) Proper, (2) Common.

1. A **Proper Noun** is a particular name of the person, place, or thing; as, **John, London, Mars, The Maine, John Smith**, etc.

RULE.—Proper Nouns and words derived from them begin with a capital letter.

2. A **Common Noun** is a general or class name of persons, places, or things; as, **boy, city, sun**, etc.

Common Nouns are sub-classed as follows:—

(a) Class Nouns, names that may be applied to any one of a class; as, **boy, man, horse**, etc.

(b) Abstract Nouns, names of qualities, actions, and all purely mental attributes; as, **sweetness, joy, learning**, etc.

(c) Collective Nouns, names that in the singular form denote aggregation or collection; as, **jury, army, school**, etc.

EXERCISE I.—Write a list of twenty common nouns not in the following selection.

EXERCISE II.—Classify all the nouns in the following selection :—

From the wigwam he departed,
Leading with him Laughing Water ;
Hand in hand they went together,
Through the woodland and the meadow,
Left the old man standing lonely
At the doorway of his wigwam,
Heard the falls of Minnehaha .
Calling to them from the distance,
Crying to them from afar off,
Fare thee well, O Minnehaha.

—*Longfellow.*

LESSON II.

THE NOUN—PROPERTIES.

III. PROPERTIES.—The properties of words are the various significations that they are made to express. Sometimes these properties are denoted by changes in the form of the word. Sometimes they are not so denoted. In the English language these inflections, or changes in the forms of words, are not nearly so extensive as in most other languages, especially those that are called the “dead languages.”

The properties of nouns are gender, person, number, and case.

1. **Gender**, in English grammar, is that property of nouns by which the sex of a person or thing is denoted.

There are in reality only two genders, but it is customary to distinguish both the fact of sex and the lack of sex by a gender. Hence, English grammarians recognize four genders, as follows :—

(a) Masculine Gender, which denotes that the person or thing named is of the male sex ; as, **boy, man, lion.**

(b) Feminine Gender, which denotes that the person or thing named is of the female sex ; as, **girl, woman, lioness.**

(c) Common Gender, which denotes that sex is possessed by the person or thing named, but that the sex is not distinguished ; as, **baby, children, calf, pupil.**

(d) Neuter Gender, which denotes lack of sex, as in case of names of inanimate things and of abstract nouns ; as, **iron, wood, star, education.**

By personification, a “figure of speech,” gender is sometimes attributed to the planets, the elements, etc. Sometimes such gender is masculine, sometimes feminine ; as in the sentences, “The moon herself is lost in heaven” ; “The sun in all his glory,” etc.

There are three methods of distinguishing the gender of nouns in the English language :—

1. By using different words ; as, **brother, sister ; earl, countess ; boy, girl ; father, mother,** etc.

2. By different terminations of the same word ; as, **host, hostess ; benefactor, benefactress ; executor, executrix,** etc.

3. By prefixes and suffixes ; as, **man-servant, maid-servant ; mermaid, merman ; Mr. Jones, Mrs. Jones,** etc. (See Supplement for fuller lists.)

EXERCISE I.—Study the classification and gender of all the nouns in the following selection :—

'Tis he, 'tis he : he comes to us
From the depths of Tartarus.
For what of evil doth he roam
From his red and gloomy home
In the center of the world,
Where the sinful dead are hurled?
Mark him as he moves along
Drawn by horses black and strong,
Such as may belong to Night
Ere she takes her morning flight.
Now the chariot stops : the god
On our grassy world hath trod :
Like a Titan steppeth he,
Yet full of his divinity.
On his mighty shoulders lie
Raven locks, and in his eye
A cruel beauty, such as none
Of us may wisely look upon.

—*Cornwall.*

LESSON III.

THE NOUN—PERSON.

2. **Person** is that property of nouns which shows whether the speaker, the person or thing addressed, or the person or thing spoken of, is meant.

There are three persons, namely :—

(a) First person, which denotes the speaker ; as, “ I, **John**, saw these things.”

(b) Second person, which denotes the person or thing addressed ; as, “ My **son**, forget not my law.”

(c) Third person, which denotes the person or thing spoken of ; as, “ **Leander** had no **fear**—he cleft the wave.”

There is not much importance attached to “ Person ” in nouns. The noun is so rarely and so questionably used in the first and the second persons that there is little use of calling attention to this property in nouns. Pronouns, as will be seen, are more deeply affected in form by person, and are strongly inflected to denote this property.

3. **Number** is that property of nouns which designates whether one or more than one is meant.

There are two numbers, namely :—

(a) Singular Number, that form of the noun which denotes that **one** is meant ; as, **boy, penny, tree, ox**, etc.

(b) Plural Number, that form of the noun which denotes that more than one is meant ; as **boys, boxes, oxen, knives**, etc.

The Number of nouns is distinguished in two ways, namely :—

1. By terminations ; as, **girl, girls ; box, boxes ; lady, ladies ; knife, knives ; fife, fifes ; wife, wives ; valley, valleys ; glass, glasses**, etc. (See rules for spelling plurals in Supplement.)

2. By different words ; as, **man, men ; mouse, mice ; woman, women ; foot, feet**, etc.

EXERCISE I.—Study the nouns and give the classification, gender, person, and number of each in the following selection :—

“ Then the figure of the maiden
Sleeping, and the lover near her,
Whispering to her in her slumbers,
Saying, ‘ Though you were far from me
In the land of Sleep and Silence,
Still the voice of love would reach you !’
And the last of all the figures
Was a heart within a circle,
Drawn within a magic circle ;
And the image had this meaning :
‘ Naked lies your heart before me,
To your naked heart I whisper.’ ”

LESSON IV.

THE NOUN—CASE.

4. **Case** is that property of nouns which denotes their relation in sense to the other parts of the sentence in which they are used.

There are five cases—(a) Nominative, (b) Objective, (c) Appositive, (d) Adjective, or Possessive, and (e) Adverbial.

(a) The Nominative Case is the use of a noun to express the simple fundamental or the simple attributive element of a judgment ; as in the sentence, “ **Mary** is a **seamstress**.”

(b) The Objective Case is the use of a noun to express the idea of the direct or the indirect recipient of an act as expressed by a transitive verb in the active voice, etc.; as in the sentence, "Mary gave **me** a **book**."

(c) The Appositive Case is the use of a noun to explain or more clearly designate the person or thing named by another noun by denoting some peculiar habit, characteristic, trade, or calling, etc., of the person or thing named by the latter; as in the sentence, "Hobson, the **Naval Constructor**, is a hero."

(d) The Adjective, or Possessive Case is that use of the noun with the possessive sign, or with the preposition "of," to denote ownership, authorship, origin, fitness, source, etc., of the person or thing designated by the noun with which it is used; as in the expressions, "**children's** shoes," "the **sun's** rays," "the natives of **Cuba**," etc.

(e) The Adverbial Case is that use of the noun with or without a preposition to denote the time, place, etc., of an action, being, or state; as in the sentences—"John went **home yesterday**"; "We arrived in the **city at daybreak**."

There is another use of nouns in our language, which should be noted—the use in naming the person addressed. This is called the Independent Case. It has no synthetic connection with the expressions near which it occurs. It corresponds to the Vocative Case of the Latin language. In analysis, the meaning of such nouns should be noted, and they may be designated as "Independent by direct address"; as, "Stand, the ground's your own, my **braves**."

Yet another use of nouns deserves attention. In the sen-

tence, "The cars having gone, we returned to the city by boat," "cars" is usually designated as being in the Nominative Absolute Case. There is more sound than sense in such a name. The sense expressed by "The cars having gone" is synthetically related to the idea of action expressed by "returned," as we "returned" by boat **because** the cars had gone. If the real **relation in meaning** is to fix the case of nouns, then the case of "cars" in the above sentence is adverbial—the basic part, or element, of the adverbial element expressed by "The cars having gone," an adverb of cause, or reason.

LESSON V.

EXERCISES WITH NOUNS.

EXERCISE I.—Write five sentences to illustrate the Nominative Case of nouns.

EXERCISE II.—Write five sentences to illustrate the Objective Case of nouns, and name the kind of object in each.

EXERCISE III.—Write five sentences to illustrate the Appositive Case of nouns.

EXERCISE IV.—Write five sentences to illustrate the Adjective Case of nouns.

EXERCISE V.—Write five sentences to illustrate the Adverbial Case of nouns.

EXERCISE VI.—Write five sentences to illustrate the

Vocative Case, or Nominative Absolute Case, or simply the ply the "independent use" of the noun.

EXERCISE VII.—Study out and parse, that is, name the classification, gender, person, number, case, and construction of all the nouns in the following selection:—

MODEL: "Waywassimo" noun, proper, masculine (by personification), third, singular, nominative—subject of verb "smote."

"Then Waywassimo, the lightning,
Smote the doorway of the caverns,
With his war-club smote the doorways,
Smote the jetting crags of sandstone,
And the thunder, Annemeekee,
Shouted down into the caverns,
Saying, 'Where is Paw-Puk-Keewis?'
And the crags fell, and beneath them
Dead among the rocky ruins
Lay the cunning Paw-Puk-Keewis,
Lay the handsome Yenadizze,
Slain in his own human figure."

LESSON VI.

II.—THE PRONOUN.

DEFINITION AND CLASSIFICATION.

I. DEFINITION.—A Pronoun (Latin **pro**, for, and **nomen**, name) is a word used for, or instead of, a noun.

II. CLASSIFICATION :—

1. According to their structure, pronouns are classified as follows :—

(a) Simple, when in their simplest, original form ; as, **I, he, thou, that**, etc.

(b) Reflexive, when used to express an idea that intensifies an idea expressed by a noun or another pronoun ; as, **myself, himself, itself**, etc.

These are formed by prefixing certain forms of the simple personal pronouns to “self,” and they intensify their own antecedent.

(c) Compound, when used to broaden the scope of the idea they express, or of the idea limited by the idea they express ; as, **whoever, whatever, whosoever**, etc.

These are formed by suffixing the words “ever,” “so,” and “soever” to the simple relative pronouns “who,” “which” and “what.”

2. According to their use, or their natures, pronouns are classified as follows :—

(a) Personal Pronouns, such as by their forms denote the person, number and case, and in the third singular, the gender ; as, “**I**,” “**thou**,” “**he**,” “**she**” and “**it**,” and their declined forms.

(b) Relative Pronouns, such as are used to show the relation between the idea expressed by some noun or pronoun and a related judgment expressed in a clause element, as in the expression, “The apples **that** you gave me,” etc. ; as, “**who**,” “**which**,” “**what**,” “**that**,” and “**as**” where a comparison is expressed, after **such, much, many, and same**,

and “than” when the comparatives “more,” “less,” etc., are used; and “but,” equaling in sense “that” plus “not.”

(c) Interrogative Pronouns, when they are used to ask a question; as in the sentence, “**Whose** book is that?”

(d) Possessive Pronouns, when they are used to express the idea of both the possessor and the thing possessed; as, “mine,” “thine,” “his,” “hers,” “ours,” “yours” and “theirs.”

(e) Adjective Pronouns, such as express ideas that limit the ideas expressed by nouns, by denoting possession or ownership, etc.; as, “my,” “thy,” “your,” “its,” “his,” “her.”

EXERCISE I.—Write out in group lists, and carefully commit to memory, all the pronouns of the various classes.

EXERCISE II.—Write a sentence to illustrate the use of each of the above classes of pronouns.

LESSON VII.

THE PRONOUN—PROPERTIES.

III. The Properties of Pronouns are the same as those of Nouns, namely, Gender, Person, Number, and Case. Because the Pronoun is one of the most highly inflected parts of speech in our language, a careful study of its declension is very necessary.

IV. Declension of the Pronoun is the giving of the various forms it assumes to denote the Gender, Person, Number, and Case.

DECLENSION.

PERSONAL PRONOUNS.

	Nominative.	Possessive.	Adjective.	Objective.
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First Person.

Singular	I	mine	my	me
Plural	we	ours	our	us

Second Person.

Singular	thou or you	thine	thy	thee
Plural	ye or you	yours	your	you

Third Person—Masculine.

Singular	he	his	his	him
Plural	they	theirs	their	them

Third Person—Feminine.

Singular	she	hers	her	her
Plural	they	theirs	their	them

Third Person—Neuter.

Singular	it	(its)	its	it
Plural	they	theirs	their	them

RELATIVE PRONOUNS.

Singular	who	whose	whose	whom
Plural	who	whose	whose	whom

As the other pronouns have very little variety of form, and as these few forms are usually correctly used, no further space will here be given to this subject.

The nominative form of the relative "who" is constantly used instead of the objective form "whom." This error in use should have been corrected long before the pupil has reached this grade of work, by a constant and careful supervision of the oral language of the pupil, on the part of the teacher.

The Case of Pronouns is as follows :—

1. As subject of a verb, always nominative.
2. When used as an attribute, it takes the form that corresponds to the case of its subject :—
 - (a) As Nominative Attribute, always nominative.
 - (b) As Objective Attribute, always objective.
3. When used to express the basic related idea in a prepositional phrase-element, the pronoun takes the form of the objective case.

LESSON VIII.

EXERCISES IN PARSING PRONOUNS.

EXERCISE I.—Study out and classify, and name the Gender, Person, Number, and Case, that is, parse, the pronouns in the following selection :—

“ ‘If thou only lookest at me,
I am happy, I am happy.
As the lilies of the prairie

When they feel the dew upon them.'
'Sweet thy breath is as the fragrance
Of the wild-flowers in the morning,
As their fragrance is at evening,
In the Moon when leaves are falling!'
'Does not all the blood within me
Leap to meet thee, leap to meet thee,
As the springs to meet the sunshine,
In the Moon when lights are brightest?'
'Onaway, my heart sings to thee,
Sings with joy when thou art near me,
As the sighing, singing branches
In the pleasant Moon of strawberries.'
'When thou art not pleased, beloved,
Then my heart is sad and darkened,
As the shining river darkens
When the clouds drop shadows on it.'
'When thou smilest, my beloved,
Then my troubled heart is lightened
As in sunshine gleam the ripples
That the cold wind makes in rivers.'
'Smiles the earth, and smile the waters,
Smile the cloudless skies above us,
But I lose the way of smiling
When thou art no longer near me!'
'I myself, myself! behold me!
Blood of my beating heart, behold me!
O awake, awake, beloved!
Onaway! awake, beloved!''

LESSON IX.

III.—THE VERB.

DEFINITION AND CLASSIFICATION.

I. **DEFINITION.**—A verb is a word that asserts action, being, state, or quality, of its subject. All attributive verbs express an idea of action and also assert this action as an attribute of their subjects.

II. **CLASSIFICATION.**—According as they express the predicator alone, or as they express both the predicator and the thing predicated, verbs are classified as follows:—

1. **Copulative**, when they are used to assert an agreement between their subjects and some attribute of their subjects; as in the sentence, “John **is** writing.”

Some Copulative Verbs have this assertive power, while others have this power and may have other uses. Hence, Copulative Verbs are sub-classed as follows:—

a. **Pure Copulative Verbs**, such as are used **only** to assert agreement; as the forms of the verb “be,” namely—“be,” “am,” “is,” “are,” “was,” “were,” and their other conjugated forms.

b. **Impure Copulative Verbs**, such as may express assertions of agreement, and may also have other uses. They are essentially of two kinds, as follows:—

(a) **Sense Verbs**, such as express mind-decisions of agreement, the certainty of which is left to the power of one of the “special senses” to determine; as, “looks,” “smells,” “tastes,” “sounds,” and “feels,” etc.

(b) **Mixed Copulative Verbs**, such as are used to assert mind-decisions of agreement, and may at the same time possess the nature of the attributive verb; as in the sentence, "He **appears** scholarly," etc.

2. **Attributive Verbs**, such as are used both to express the idea of an attribute of action and to assert agreement between this attribute and its subject; as in the sentence, "John **reads**" (= "John **is reading**"). "The boy **studies** his lesson" (= "The boy **is studying** his lesson"), etc.

According to the mode of forming their Past Indicative and Perfect Infinitive, verbs are classified as follows:—

a. **Regular**, when the past indicative and perfect infinitive are regularly formed by adding "d" or "ed" to the present indicative; as, **love, loved, loved**, etc.

b. **Irregular**, when the past indicative and perfect infinitive are formed irregularly; as, **go, went, gone**.

c. **Defective**, when some of the "principal parts," as above named are wanting; as, **must, ought**, etc.

d. **Redundant**, when there is more than one form for one or more of the principal parts; as, **dream, dreamed, or dreamt, dreamed, or dreamt**. (See list of Defective and Redundant verbs, with Irregular verbs, in supplement.)

According to their peculiar nature, attributive verbs are:—

(a) **Intransitive**, when they express an idea of action that is not received by some person or thing; as in the sentence, "The boy **runs**."

(b) **Transitive**, when they express an idea of action that is received by some person or thing; as in the sentences,

“The boy **loves** his mother,” or “Mother **is loved** by the boy.”

EXERCISE I.—Write five sentences using pure copulative verbs.

EXERCISE II.—Write five sentences using the five “special sense verbs” to assert the agreement.

EXERCISE III.—Write five sentences using intransitive attributive verbs in predicate.

EXERCISE IV.—Write five sentences using transitive attributive verbs in predicate.

EXERCISE V.—Classify all the verbs (not infinitives) in the following selection :—

“From his place rose Hiawatha,
Bade farewell to old Nokomis,
Spake in whispers, spake in this wise,
Did not wake the guests that slumbered :
‘I am going, O Nokomis,
On a long and distant journey,
To the portals of the sunset,
To the regions of the home-wind,
Of the Northwest wind, Keewaydin ;
But the guests I leave behind me,
In your watch and ward I leave them ;
See that never harm comes near them,
See that never fear molests them,
Never danger nor suspicion,
Never want of food or shelter,
In the lodge of Hiawatha.’ ”

LESSON X.

THE VERB—Continued.

III. PROPERTIES.—The Properties of the Verb are the various modifications, or inflections, it undergoes to indicate the voice, mode, tense, and agreements of the verb. The names of these properties are (1) Voice, (2) Mode, (3) Tense, and (4) Person and Number, or Agreement.

1. **Voice** is that property of the Transitive Attributive Verb which designates whether the subject of the verb names the person or thing that performs the act, which is received by some other person or thing, or whether the person or thing named by the subject receives the action from some other agent.

Transitive Verbs have two voices, namely :—

a. **Active Voice**, when the subject of the verb names the person or thing that performs an act that is understood to be received by some other person or thing; as, "A great meteor struck the earth."

b. **Passive Voice**, when the subject of the verb names the recipient of the action expressed by the predicate, from some other agency; as, "The earth was struck by a great meteoric stone."

EXERCISE I.—Write ten sentences in which the predicate verb is active transitive—taking the "Direct Object."

EXERCISE II.—Rewrite the ten sentences of Exercise I., but expressing the sense with the verb in the passive voice.

Note what has become of the former direct object, and also of the former subject.

EXERCISE III.—Classify all the verbs in the sentences in Exercise I. above.

LESSON XI.

THE VERB—PROPERTIES—Continued.

2. **Mode** is that inflection of the verb by which the manner in which assertions are made by the verb is shown.

There are four Modes, namely—(a) Indicative, (b) Potential, (c) Subjunctive, and (d) Imperative.

a. **The Indicative Mode** is that used to assert in the simplest form the agreement between the fundamental and the attributive elements of a judgment; as, “James writes,” “Mary is industrious,” etc.

b. **The Potential Mode** is the use of auxiliaries with some form of the infinitive to denote the possibility, permission, will, duty, or obligation to perform an act; as, “I may go,” “I can go,” “I should go,” etc.

OBSERVATION.—The intervention of the auxiliaries may destroy the modification of the verb to denote the person and number of the subject.

The Potential Mode is signified by the mode auxiliaries, **can, could, may, must, might, ought, would, should.**

EXERCISE I.—Write ten sentences in which the verb is in the Indicative Mode.

EXERCISE II.—Write ten sentences using the verb in the Potential Mode.

EXERCISE III.—Study out the classification, voice and mode of all the verbs in Exercises I. and II.

LESSON XII.

THE VERB—PROPERTIES—MODE—Continued.

c. **The Subjunctive Mode** is the method of assertion in which the agreement in the judgment expressed in the principal sentence rests upon a condition as expressed in a subordinate clause.

In this mode, the person and number of the verb are affected. The words **if**, **tho**, **except**, **unless**, etc., in the conditional clause, are the connectives which denote the condition; as in the sentence, “Tho he slay me, yet will I love him.”

d. **The Imperative Mode** is the use of the verb to express a request, a command, or an entreaty. The peculiarity of this mode is, that the subject is omitted; (see discussion of the Imperative Sentence, Part I.) as, “Ring the bells.”

Many authors regard the infinitive as a verb, and therefore discuss what they are pleased to call the “Infinitive Mode.” But, since mode is the “manner of **assertion** of action, being, or state,” and since infinitives do not and can not assert, we consider ourselves fully justified in disregarding an “Infinitive Mode.” All modes **express** ideas of

action in precisely the same way. It is the manner of the **assertion** that we consider in the study of mode. The forms, uses, and relations of the infinitive constitute the proper study of that part of speech.

EXERCISE I.—Write ten sentences in which the verb is in the Subjunctive Mode.

EXERCISE II.—Write ten sentences in which the verb is in the Imperative Mode.

LESSON XIII.

THE VERB—PROPERTIES—TENSE.

3. **Tense** is that form of the verb, or that use of auxiliaries, which in a general way denotes the time, with reference to the present, of an action, being, or state.

In the Indicative Mode there are six tenses, all of which clearly distinguish time, with reference to the present time. These tenses are as follows:—

a. **Present Tense**, which denotes present time, and is signified by the present indicative form of the verb; as, “I write,” “I am writing,” etc.

b. **Past Tense**, which denotes past time, and is signified by the past indicative form of the verb; as, “I wrote,” “I was writing,” etc.

c. **Future Tense**, which denotes future time, and is signi-

fied by the present infinitive of the verb, together with the auxiliaries "shall" or "will," as tense signs, and these auxiliaries with "be" in the progressive form; as, "I shall write," "I shall be writing," etc.

d. **The Perfect (or Present Perfect) Tense**, which denotes the present completeness of action, being, or state. This tense is denoted by the perfect infinitive together with the use of the auxiliaries "have," "has," or "hast"; and these auxiliaries with "been" and the "ing-infinitive" in the perfect progressive form; as, "I have written," "I have been writing," etc.

e. **The Pluperfect (or Past Perfect) Tense**, which denotes action, being, or state, as having reached completion at some past time. This tense is expressed by the perfect infinitive together with the use of the auxiliaries "had" or "hadst"; and these with "been" and the "ing-infinitive" in the pluperfect progressive form; as, "I had written," "I had been writing," etc.

f. **The Future Perfect Tense**, which denotes action, being, or state to reach completeness at some future time. This tense is denoted by the use of the perfect infinitive, together with the auxiliaries "shall" and "will" with "have"; and these auxiliaries with "been" and the "ing-infinitive" in the progressive form; as, "I shall have written," "He will have been writing," etc.

EXERCISE I.—Write three sentences with the verb in the Present Tense Indicative.

EXERCISE II.—Write three sentences with the verb in the Past Tense Indicative.

EXERCISE III.—Write three sentences with the verb in the Future Tense Indicative.

EXERCISE IV.—Write three sentences with the verb in the Perfect Tense Indicative.

EXERCISE V.—Write three sentences with the verb Pluperfect (Past Perfect) Indicative.

EXERCISE VI.—Write three sentences with the verb Future Perfect Indicative.

LESSON XIV.

THE VERB—PROPERTIES—TENSE—Continued.

In the **Potential Mode** there are four so-called tenses. A close study of the forms will disclose the fact that the real time expressed is very indefinite.

a. **Present Tense**; as, "I may go," "He can study," etc.

b. **Past Tense**; as, "I might learn," "You could try," etc.

c. **Perfect Tense**; as, "He may have gone," etc.

d. **Pluperfect**; as, "John might have succeeded," etc.

Carefully study the real time expressed in the above illustrative sentences. What peculiar things do you note in each, with reference to the time of the actions? (Review what is said in Part I. concerning "Mode Auxiliaries.")

EXERCISE I.—Illustrate each of the so-called tenses of the Potential Mode with three original sentences.

In the **Subjunctive Mode** there are six tenses, as in the Indicative, and the time, with reference to the present, is in a general way tolerably clearly distinguished in each. Not all the tense forms in this mode are in constant use, but all are allowable.

EXERCISE I.—Illustrate each of the tenses of the Subjunctive Mode with two original sentences.

In the **Imperative Mode** there is but one tense, the present, and this is indicated by the present indicative form of the verb, either in the common, or in the progressive form; as, "Stand," or "Be standing," etc. Possibly there is an emphatic form of the verb in this mode. If so, it consists of "do," together with the above forms; as, "Do thou stand," "Do thou be standing." These latter forms are hardly in present use, however, and therefore scarcely merit notice in a study of strictly modern English.

EXERCISE I.—Illustrate the Imperative Mode with five original sentences.

LESSON XV.

THE VERB—EXERCISES IN PARSING.

EXERCISE I.—Study so that you can name at sight and in the order here given the Classification, Voice, Mode, Tense, Person and Number of all the verbs in the following selection :—

“Many days they talked together,
Questioned, listened, waited, answered.
Much the mighty Mudjekeewis
Boasted of his ancient prowess,
Of his perilous adventures,
His indomitable courage,
His invulnerable body.

“Patiently sat Hiawatha,
Listening to his father’s boasting,
With a smile he sat and listened,
Uttered neither threat nor menace,
Neither word nor look betrayed him,
But his heart was hot within him,
Like a living coal his heart was.

“Who shall say what thoughts and visions
Fill the fiery brains of young men?
Who shall say what dreams of beauty
Filled the heart of Hiawatha?
All he told to old Nokomis,
When he reached the lodge at sunset,
Was the meeting with his father,
Was his fight with Mudjekeewis;
Not a word he said of arrows,
Not a word of Laughing Water.”

LESSON XVI.

IV.—THE INFINITIVE.

1. **DEFINITION** :—An Infinitive is a word used to express an idea of action, being, or state, without the limitation of the person and number of its subject.

II. **CLASSIFICATION** :—

1. According to their nature and use, Infinitives are classified as follows :—

a. **Substantive Infinitives**, when used merely to name an action, being, or state ; that is, as nouns.

b. **Attributive Infinitives**, when used to express ideas of predicate attributes of their subjects, whether their subjects be nominative or objective.

c. **Participial Infinitives**, when used as adjectives or as adverbs, they express ideas that qualify ideas expressed by nouns, verbs, or other Infinitives.

2. According to their form, Infinitives are classified as follows :—

a. **Progressive Infinitives**—the ing-forms used to express the idea of action, being, or state in progress.

b. **Present Infinitives**—the root-forms used to express ideas present of action, being, or state by the present indicative form of the verb usually accompanied by the word “to.”

c. **Perfect Infinitives**—the ed-forms and the corresponding irregular forms from irregular verbs used to express the idea of completed action, being, or state.

EXERCISE I.—Write two sentences to illustrate each the Substantive Infinitive, the Attributive Infinitive, and the Participial Infinitive.

EXERCISE II.—Write two sentences to illustrate each the Progressive Infinitive, the Present Infinitive, and the Perfect Infinitive.

EXERCISE III.—Discuss the form and use of all the Infinitives in the following selection :—

“From Kabibonokka’s forehead
From his snow-besprinkled tresses,
Drops of sweat fell fast and heavy,
Making dints upon the ashes,
As along the eaves of lodges,
As from drooping boughs of hemlock
Drips the melting snow in springtime,
Making hollows in the snowdrifts.

“Till at last he rose defeated,
Could not bear the heat and laughter,
Could not bear the merry singing,
But rushed headlong through the doorway,
Stamped upon the crusted snow-drifts,
Stamped upon the lakes and rivers,
Made the snow upon them harder,
Made the ice upon them thicker,
Challenged Shingebis, the diver,
To come forth and wrestle with him
To come forth and wrestle naked,
On the frozen fens and moorlands,

“Forth went Shingebis, the diver,
Wrestled all night with the North-wind,
Wrestled naked on the moorlands
With the fierce Kabibonokka,
Till his panting breath grew fainter,
Till his frozen grasp grew feebler,
Till he reeled and staggered backward.”

LESSON XVII.

V.—THE ADJECTIVE.

I. DEFINITION.—An adjective is a word used to express an idea that limits or qualifies ideas expressed by nouns; as, “**green** leaves,” “a **parched** desert,” “**running** water,” etc.

II. CLASSIFICATION.—According as the ideas expressed by adjectives limit or qualify ideas expressed by nouns, adjectives are classified as follows:—

1. **Definitive Adjectives**, when they express ideas that limit by denoting **what**, **whose**, **how many**, etc.; as, “**this** pen,” “**John’s** book,” “**nine** men,” etc.

2. **Descriptive Adjectives**, when they express ideas that qualify by denoting **what kind**; that is, by denoting some quality, or some modifying action of the person or thing named by the noun; as, “**sweet** apples,” “**warm** weather,” “**falling** rain,” “**running** stream,” “**roasted** vegetables,” etc.

III. PROPERTIES.—Descriptive Adjectives have one property, that is, Comparison.

1. Definition.—Comparison is that form or modification of qualifying adjectives by which they denote greater or lesser degrees of the quality possessed by the person or thing named by the noun.

2. Degrees.—With regard to the positive, or the natural, or the standard degree of the quality, there are two degrees of comparison, namely, the Comparative and the Superlative.

a. The Comparative Degree denotes a quantity of the quality somewhat higher or lower, greater or less, than the standard quality; as, “**wiser** actions,” “a **more beautiful** sunset,” etc.

The Comparative Degree is regularly expressed by the adjective plus the suffix “-er,” or with the words “more” or “less” placed before the adjective.

b. The Superlative Degree denotes the highest or the lowest, the greatest or the least quantity of the quality, as compared with the standard quality; as, “the **tallest** trees,” “the **sweetest** apples,” etc.

The Superlative Degree is expressed by the adjective plus the syllable “-est,” or with the words “most” or “least” placed before the adjective.

EXERCISE I.—Write five sentences to illustrate the use of the Definitive Adjective.

EXERCISE II.—Write five sentences to illustrate the use of the Descriptive Adjective.

EXERCISE III.—Write two sentences to illustrate each the

Positive, the Comparative, and the Superlative Degrees of the Descriptive Adjective.

EXERCISE IV.—Classify all the Adjectives of the following, and give the degrees of comparison of all the Descriptive Adjectives :—

There Tityus was to see, who took his birth
From heaven, his nursing from the foodful earth
Here his gigantic limbs, with large embrace,
Infold nine acres of infernal space.
A rav'nous vulture in his open side
Her crooked beak and cruel talons try'd :
Still for the growing liver digg'd his breast,
The growing liver still supplied the feast.

—*Virgil (Dryden's Tr.)*.

NOTE.—See tables of Irregular Comparison of Adjectives in Supplement.

LESSON XVIII.

VI.—THE ADVERB.

I. DEFINITION.—An Adverb is a word that is used to express an idea that qualifies or limits ideas of action, being, or state expressed by verbs or infinitives, by denoting the **time, place, cause, manner**, etc., of the action, being, or state; and to intensify ideas of quality expressed by adjectives and other adverbs by denoting the degree of the quality in the regular, or in a general, way.

II. CLASSIFICATION.—According to meaning, Adverbs are classified as follows :—

1. **Adverbs of Manner**—such as express ideas that qualify ideas of action, etc., by denoting the **kind** of action, etc. ; as, “running **swiftly**,” “sleeping **quietly**,” etc.

2. **Adverbs of Place**—such as express ideas that limit ideas of action, etc., by denoting the **place** or direction of the action, etc. ; as, “standing **there**,” “**Here** am I,” etc.

3. **Adverbs of Time**—such as express ideas that limit ideas of action, etc., by denoting the **time** of the action, etc. ; as, “**Then** broke his mighty heart,” etc.

4. **Adverbs of Cause**—such as express ideas that limit ideas of action, etc., by denoting the **why** of the action, etc. ; as, “**Therefore** he suffers,” “**Hence** we so conclude,” etc.

5. **Adverbs of Degree**—such as express ideas that intensify the ideas expressed by descriptive adjectives or adverbs of manner ; as, “a **most** civilized nation,” “water running **very** swiftly,” “**very** delicious fruit,” etc.

6. **Adverbs of Reason**—closely related to adverbs of cause.

7. **Modal Adverbs**—such as so modify the assertion of agreement as to express any degree of certainty from an assertion of positive agreement to an assertion of positive disagreement, or denial of agreement. (See lists in Supplement.)

Adverbs of Condition, of Concession, of Agency, of Accompaniment, etc., express various shades of meaning in the form of phrase-elements, and sometimes in the form of clause-elements. Such adverbs are to be better studied in analysis.

The need of a name for such will there be felt, and the **meanings** should suggest, **to the thinker**, the proper name. These adverbs have no word-representative in the language, as is practically true of adverbs of cause and adverbs of reason, save in the interrogative "why" and in the summation of causes or reasons expressed by "therefore," "hence," etc.

III. PROPERTIES.—*Comparison*. Adverbs of Manner, derived as they are from descriptive adjectives, are regularly compared in the same manner as are descriptive adjectives. Review Comparison of Adjectives, and apply the principles of comparison to Adverbs of Manner.

EXERCISE I.—Write two sentences to illustrate each of the six classes of adverbs given above, using different adverbs in each case.

EXERCISE II.—Study out the classification, and the comparison where possible, of all the adverbial words and phrases in the following sentences :—

1. The sun slowly sank in the glowing west.
2. The mighty waves were tossing tumultuously.
3. Soon fell the evening shadows thickly round.
4. The wounded wolf snapped viciously at the hunter.
5. He came to secure the prisoner.
6. Marmaduke was returning from the city with his daughter.
7. Napoleon fled ingloriously from the fatal field.
8. That memorable day was exceedingly sultry.

9. When will man cease to be inhuman toward his fellow man?

10. Thither came the lads and lasses.

NOTE.—See Adverbs in Supplement.

NOTE.—See tables of Irregular Comparison of Adverbs in Supplement.

LESSON XIX.

VII.—CONNECTIVES.

I. DEFINITION.—Connectives are such words as are used to express the relations between ideas or judgments expressed by words, phrases, clauses or sentences.

II. CLASSIFICATION.—According to the rank of the ideas or judgments between which they express relations, Connectives are classified as follows:—

1. **Coördinate Connectives**, such as are used to express the relations existing between elements of the same rank in sentence structure; as, “and,” “or,” etc.

According to the nature of the relations they express, Coördinate Connectives are classified as follows:—

a. **Copulative**, such as are used to express the relation of aggregation of ideas or judgments of the same rank and coördinately used; as, “and,” “also,” etc.

b. **Adversative**, such as are used to express the idea of contrary conditions existing in the members joined; as, “but,” “tho,” etc.

c. **Alternative**, such as are used to express the idea of

the relation of a choice, preference, or alternative in the ideas or judgments used disjunctively; as, "or," "nor," etc.

Alternative Connectives may be classified as follows:—

1. AS TO FORM—
 - a. Simple; as, "or," "nor," "either," "neither."
 - b. Double; as, "either . . . or," "neither . . . nor."
 2. AS TO NATURE—
 - a. Positive; as, "or," "either . . . or."
 - b. Negative; as, "nor," "neither . . . nor."
-

EXERCISE I.—Write two sentences to illustrate each the Copulative, the Adversative, and the Alternative Connectives.

EXERCISE II.—Study and classify all the Coördinate Connectives in Numbers 11, 14, 17, 18, 25, 29 and 31 in General Exercises in Analysis, Part I.

LESSON XX.

CONNECTIVES—Continued.

2. **Subordinate Connectives** are such as are used to express the relations existing between ideas or judgments of unequal rank in structure.

Subordinate Connectives are sub-classed as follows:—

- a. **Correlative**—such as are used in pairs, the one answering or referring to the other. Some members of this class

are used also as coördinate connectives. Usually, from the nature of the relation they express, it is quite easy to determine whether they are coördinate or subordinate connectives.

Following are some of the correlative connectives :—"both . . . and," "as . . . as," "if . . . then," "so . . . as," "notwithstanding . . . yet," "tho . . . yet," "either . . . or," "neither . . . nor."

b. **Conditional Connectives**, such as are used to express the relations existing between principal judgments and subordinate judgments, when the subordinate judgment is the condition upon which the principal judgment becomes a fixed fact; as, "if," "tho," "unless," etc.

c. **Relative Pronouns**, such words as are used to express the relation existing between the subordinate judgment expressed by the adjective clause and the idea that this subordinate judgment limits or qualifies.

EXAMPLES. — a. Simple Relative Pronouns — "who," "which," "that," "what," "as," "but"; b. Compound Relative Pronouns—"whoever," "whoso," "whosoever," "whichever," "whichsoever," "whatever," and "whatsoever."

d. **Relative Adverbs**, such adverbs as are used to express the relation existing between the subordinate related judgment expressed by a subordinate clause and the idea expressed by a noun or substantive; as, "when," "where," "why," etc.

e. **Conjunctive Adverbs**, such adverbs as are used to express the relation existing between a subordinate related judgment and some idea of action, being, or state which the

subordinate related judgment limits by denoting the time, place, etc., of the action, etc.

EXAMPLES.—“Then,” “when,” “where,” “while,” “as,” “after,” “before,” “now,” “since,” “therefore,” “till,” “until,” “wherefore,” “why.”

f. **Prepositions**, such words as are used to express the relation existing between subordinate related ideas and the ideas that these subordinate related ideas limit.

EXAMPLES.—“On,” “in,” “by,” “into,” “from,” “under,” “of,” etc.

EXERCISE I.—Write two sentences to illustrate each the use of the five classes of Subordinate Connectives.

EXERCISE II.—Study and classify all the Connectives in Exercises 25, 26, 28, 32, 34, and 36, in General Exercises in Analysis, Part I.

LESSON XXI.

VIII.—EXCLAMATIVES.

DEFINITION.—Exclamatives are words used to express surprise, enthusiasm, sentiment, scorn, hatred, admonition, admiration, disregard, etc.

EXAMPLES.—“Oh!”, “Behold!”, “Hurrah!”, “Hallelujah!”, “Beware!”, “Glory!”, “Wonderful!”, “Pooh!”, etc.

In analyzing the judgment as expressed by the sentence, the significance of such expressions ought to be considered. Such words express ideas that do not enter into the structure of

the judgment, and hence the words expressing such ideas have no grammatical connection with the other parts of the sentence. Their office is to express to us something of the condition of the mind of the author. Such words are attendant elements in the expression of judgments. They deserve our attention, as they serve to heighten our appreciation of the feelings and purposes of the author.

SUPPLEMENT.

I.

RULES FOR SPELLING PLURALS.

RULE I.—The plurals of nouns are regularly formed by adding s to the singular form ; as, “boy,” “boys.”

RULE II.—The plurals of nouns ending in y preceded by a consonant are formed by changing final y to i, and adding es to this form ; as, “pony,” “ponies.”

RULE III.—The plurals of nouns ending in f or fe are formed by changing the f or fe to v and adding es to this form ; as, “knife,” “knives,” etc.

There are some exceptions to Rule III. ; as, “fife,” “fifes” ; “staff,” “staffs,” etc., following Rule I.

RULE IV.—The plurals of nouns ending with the sound of s, sh, ch, x, z, or j, are formed by adding es to the singular ; as, “church,” “churches,” etc.

RULE V.—The plurals of most nouns ending in o preceded by a consonant sound are formed by adding es to the singular ; as, “negro,” “negroes,” etc.

RULE VI.—The plurals of some nouns are denoted by different words ; as, “man,” “men,” etc.

RULE VII.—The plurals of signs, letters, figures, etc., are formed by adding 's to the singular ; as, “the +’s,” “the 4’s,” “the a’s,” etc.

RULE VIII.—In compound words the basic part is usually pluralized ; as, “sister-in-law,” “sisters-in-law,” etc.

RULE IX.—In some compound words both parts are pluralized ; as, “man-servant,” “men-servants,” etc.

RULE X.—Some nouns have two plurals, that used being governed by the use intended ; as, “brother,” “brothers” (by blood), or “brethren” by social relation, etc.

RULE XI.—Some nouns have no plural form ; as, “deer,” “sheep,” etc.

RULE XII.—To spell possessive forms singular and plural.

1. Singular.—First spell the singular form, then add the possessive sign (’s). If the singular ends in s, sometimes only the apostrophe (’) is added ; as, “John,” “John’s.”

2. Plural.—First spell the plural, then add the possessive sign (’s). If the plural ends in s, the apostrophe (’) alone is usually added ; as, “boy’s hats,” “boys’ hats.”

NOTE.—Foreign nouns are variously pluralized in the languages to which they belong. An English plural is desirable in their use in English. Later on, when studies in science are pursued, foreign plurals may properly and profitably be learned.

TO THE TEACHER.—Exercises in spelling plurals may be profitably introduced here. Long lists of words may be found in almost any common spelling-book, which will serve for this purpose. This should be done, as an intelligent application of the above rules will be of real practical value.

II.

CAPITAL LETTERS AND PUNCTUATION.

The general uses of capital letters should already be accurately known by pupils in this stage of the study of the English language. Correct capitalization should be taught incidentally, but persistently, in connection with all the language work of the preceding years, as well as should also the uses of the period and other marks of punctuation, especially so far as their fixed uses are concerned. Scarcely does one ever learn all the uses of the comma, but with the proper effort, the fixed uses of all the marks of punctuation may be properly learned by every pupil before the age of twelve.

Let the teacher see to it that the pupils in the grades receive the above knowledge in connection with the written composition and other language work. Punctuation in its broader sense is learned only by punctuating, and the flexibility of the use of the comma, especially, will for a long time be a source of something akin to wonder to the student.

III.**CONJUGATION OF VERBS.**

To "conjugate a verb" is to produce all the forms of the verb in all the different voices, modes, tenses, persons and numbers.

It is of extreme importance that all the above forms and all their uses be definitely known by every pupil. Too little attention is paid of late to the fixing of the correct forms and their uses in the minds of the pupils.

Following is the conjugation of the verb "teach."

TEACH.

Principal Parts—present, **teach**; past, **taught**; perfect infinitive, **taught**.

ACTIVE VOICE.

INDICATIVE MODE.

Present Tense.

SINGULAR.

1. I teach.
2. Thou teachest (you teach).
3. He teaches.

PLURAL.

- We teach
Ye or you teach
They teach

Past Tense.

1. I taught.
 2. Thou taughtest (you taught).
 3. He taught.
- We taught.
Ye or you taught.
They taught.

Future Tense.

1. I shall teach.
 2. Thou wilt (you will) teach.
 3. He will teach.
- We shall teach.
Ye or you will teach.
They will teach.

Present Perfect Tense.

1. I have taught.
 2. Thou hast (you have) taught.
 3. He has taught.
- We have taught.
Ye or you have taught.
They have taught.

Past Perfect Tense.

- | | |
|---------------------------------|-----------------------|
| 1. I had taught. | We had taught. |
| 2. Thou hadst (you had) taught. | Ye or you had taught. |
| 3. He had taught. | They had taught. |

Future Perfect Tense.

- | | |
|--------------------------------------|-----------------------------|
| 1. I shall have taught. | We will have taught. |
| 2. Thou wilt (you will) have taught. | Ye or you will have taught. |
| 3. He will have taught. | They will have taught. |

POTENTIAL MODE.

Present Tense.

- | | |
|--------------------------------|----------------------|
| 1. I may teach. | We may teach. |
| 2. Thou mayst (you may) teach. | Ye or you may teach. |
| 3. He may teach. | They may teach. |

Past Tense.

- | | |
|------------------------------------|------------------------|
| 1. I might teach. | We might teach. |
| 2. Thou mightst (you might) teach. | Ye or you might teach. |
| 3. He might teach. | They might teach. |

Present Perfect Tense.

- | | |
|--------------------------------------|----------------------------|
| 1. I may have taught. | We may have taught. |
| 2. Thou mayst (you may) have taught. | Ye or you may have taught. |
| 3. He may have taught. | They may have taught. |

Past Perfect Tense.

- | | |
|--|------------------------------|
| 1. I might have taught. | We might have taught. |
| 2. Thou mightst (you might) have taught. | Ye or you might have taught. |
| 3. He might have taught. | They might have taught. |

SUBJUNCTIVE MODE.

Present Tense.

- | | |
|-------------------------|---------------------|
| 1. If I teach. | If we teach. |
| 2. If thou (you) teach. | If ye or you teach. |
| 3. If he teach. | If they teach. |

Past Tense.

- | | |
|--------------------------|----------------------|
| 1. If I taught. | If we taught. |
| 2. If thou (you) taught. | If ye or you taught. |
| 3. If he taught. | If they taught. |

Future Tense.

- | | |
|------------------------------|--------------------------|
| 1. If I shall teach. | If we shall teach. |
| 2. If thou (you) will teach. | If ye or you will teach. |
| 3. If he will teach. | If he will teach. |

Present Perfect Tense.

- | | |
|-------------------------------|--------------------------|
| 1. If I have taught. | If we have taught. |
| 2. If thou (you) have taught. | If ye (you) have taught. |
| 3. If he has taught. | If they have taught. |

Past Perfect Tense.

- | | |
|------------------------------|-------------------------|
| 1. If I had taught. | If we had taught. |
| 2. If thou (you) had taught. | If ye (you) had taught. |
| 3. If he had taught. | If they had taught. |

Future Perfect Tense.

1. If I shall have taught. If we will have taught.
2. If thou (you) will have If ye (you) will have taught.
taught.
3. If he will have taught. If they will have taught.

IMPERATIVE MODE.

2. Teach thou. 2. Teach ye.

INFINITIVES.

Simple.

Present, to teach; Perfect, taught; Progressive, teaching.

Compound.

Active, having taught; Passive, having been taught.

PASSIVE VOICE.

SYNOPSIS.

INDICATIVE MODE.

Present Tense	I am taught.
Past Tense	I was taught.
Future Tense	I shall be taught.
Present Perfect Tense	I have been taught.
Past Perfect Tense	I had been taught.
Future Perfect Tense	I shall have been taught.

POTENTIAL MODE.

Present Tense	I may be taught.
Past Tense	I might be taught.
Present Perfect Tense	I may have been taught.
Past Perfect Tense	I might have been taught.

SUBJUNCTIVE MODE.

Present Tense	If I be taught.
Past Tense	If I were taught.
Future Tense	If I shall be taught.
Present Perfect Tense.....	If I have been taught.
Past Perfect Tense	If I had been taught.
Future Perfect Tense	If I shall have been taught.

IMPERATIVE MODE.

Present Tense.....	Be taught or Be thou taught.
--------------------	------------------------------

IV.

PRINCIPAL PARTS OF IRREGULAR VERBS.

PRESENT.	PAST.	PERFECT INFINITIVE.
abide	abode	abode
arise	arose	arisen
awake	awoke, awaked	awoke, awaked
bear (bring forth)	bore, bare	born
bear (carry)	bore, bare	borne
beat	beat	beaten, beat
begin	began	begun
behold	beheld	beheld
bend	bent, bended	bent, bended
bereave	bereft, bereaved	bereft, bereaved
beseech	besought	besought
bet	bet, betted	bet, betted
bid	bade, bid	bidden, bid

PRESENT.	PAST.	PERFECT INFINITIVE.
bind	bound	bound, bounden
bite	bit	bitten, bit
bleed	bled	bled
blend	blent, blended	blent, blended
bless	blest, blessed	blest, blessed
blow	blew	blown
break	broke, brake	broken
breed	bred	bred
bring	brought	brought
build	built	built, builded
burn	burnt, burned	burnt, burned
burst	burst	burst
buy	bought	bought
can	could	
cast	cast	cast
catch	caught	caught
chide	chid	chidden, chid
choose	chose	chosen
cleave (adhere)	cleaved, clave	cleaved
cleave (split)	cleft, clove, clave	cloven, cleaved
cling	clung	clung
clothe	clad, clothed	clad, clothed
come	came	come
cost	cost	cost
creep	crept	crept
crow	crew, crowed	crowed
cut	cut	cut
dare	durst, dared	dared

PRESENT.	PAST.	PERFECT INFINITIVE.
deal	dealt	dealt
dig	dug, digged	dug, digged
do	did	done
draw	drew	drawn
dream	dreamt, dreamed	dreamt, dreamed
dress	drest, dressed	drest, dressed
drink	drank	drunk, drunken
drive	drove	driven
dwell	dwelt, dwelled	dwelt, dwelled
eat	ate	eaten
fall	fell, felled	fallen, felled
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbear	forbore	forborne
forget	forgot	forgot, forgotten
forsake	forsook	forsaken
freeze	froze	frozen
freight	freighted	fraught
get	got	got, gotten
gild	gilt, gilded	gilt, gilded
gird	girt, girded	girt, girded
give	gave	given
go	went	gone

PRESENT.	PAST.	PERFECT INFINITIVE.
grave	graved	graven, graded
grind	ground	ground
grow	grew	grown
hang	hung, hanged	hung, hanged
have	had	had
hear	heard	heard
heave	hove, heaved	hove, heaved
hew	hewed	hewn, hewed
hide	hid	hid, hidden
hit	hit	hit
hold	held	held, holden
hurt	hurt	hurt
keep	kept	kept
kneel	knelt, kneeled	knelt, kneeled
knit	knit, knitted	knit, knitted
know	knew	known
lade	laded	laden, laded
lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned
leap	leapt, leaped	leapt, leaped
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie (recline)	lay	lain
light	lit, lighted	lit, lighted
load	loaded	laden, loaded

PRESENT.	PAST.	PERFECT INFINITIVE.
lose	lost	lost
make	made	made
may	might	
mean	meant	meant
meet	met	met
mow	mowed	mown, mowed
pay	paid	paid
pen (enclose)	pent, penned	pent, penned
plead	pled, pleaded	pled, pleaded
prove	proved	proven, proved
put	put	put
quit	quit, quitted	quit, quitted
	quoth	
rap	rapt, rapped	rapt, rapped
read	read	read
rend	rent	rent
rid	rid	rid
ride	rode	ridden
ring	rang, rung	rung
rise	rose	risen
rive	rived	ripen
run	ran	run
saw	sawed	sawn, sawed
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent

PRESENT.	PAST.	PERFECT INFINITIVE.
set	set	set
sew	sewed	sewn, sewed
shake	shook	shaken
shape	shaped	shapen, shaped
shave	shaved	shaven, shaved
shear	sheared	shorn, sheared
shed	shed	shed
shine	shone	shone
shoe	shod	shod
shoot	shot	shot
show	showed	shown, showed
shred	shred, shredded	shred, shredded
shrink	shrank, shrunk	shrunk, shrunk
shrive	shrived	shriven, shrived
shut	shut	shut
sing	sang, sung	sung
sink	sank, sunk	sunk, sunken
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid, slidden
sling	slung	slung
slink	slunk	slunk
slit	slit, slitted	slit, slitted
smell	smelt, smelled	smelt, smelled
smite	smote	smitten, smit
sow (scatter)	sowed	sown, sowed
speak	spoke, spake	spoken

PRESENT.	PAST.	PERFECT INFINITIVE.
speed	sped, speeded	sped, speeded
spell	spelt, spelled	spelt, spelled
spend	spent	spent
spill	spilt, spilled	spilt, spilled
spin	spun	spun
spit,	spit, spat	spat
split	split	split
spoil	spoilt, spoiled	spoilt, spoiled
spread	spread	spread
spring	sprang, sprung	sprung
stand	stood	stood
stave	stove	stove
stay	staid, stayed	staid, stayed
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strew	strewed	strewn, strewed
stride	strode	stridden, strid
strike	struck	struck, stricken
string	strung	strung
strive	strove	striven
sware	swore, sware	sworn
sweat	sweat, sweated	sweat, sweated
sweep	swept	swept
swell	swelled	swollen, swelled
swim	swam, swum	swum
swing	swung	swung
take	took	taken

PRESENT.	PAST.	PERFECT INFINITIVE.
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	throve, thrived	thriven, thrived
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden, trod
wake	woke, waked	woke, waked
wax	waxed	waxen, waxed
wear	wore	worn
weave	wove, weaved	woven, weaved
wed	wed, wedded	wed, wedded
weep	wept	wept
wet	wet	wet
whet	whet, whetted	whet, whetted
win	won	won
wind	wound	wound
work	wrought, worked	wrought, worked
wring	wrung	wrung
write	wrote	written

V.

ADJECTIVES IRREGULARLY COMPARED.

POSITIVE.	COMPARATIVE.	SUPERLATIVE.
aft (Adv.)	after	aftmost, aftermost
bad, evil, ill	worse	worst
far	farther	farthest, farthermost
fore	former	foremost, first
forth	further	furthest, furthermost
good	better	best
hind	hinder	hindmost, hindermost
in (Adv.)	inner	inmost, innermost
late	later, latter	latest, last
little	less, lesser	least
much, many	more	most
nigh	nigher	nighest, next
old	elder, older	eldest, oldest
out (Adv.)	outer, utter	outmost, outermost utmost, uttermost
up (Adv.)	upper	upmost, uppermost

VI.

LIST OF ADVERBS—Classified.

1. Adverbs of Time :—

now	then	to-day	when
yesterday	ever	lately	hitherto
heretofore	recently	before	afterward, etc.

2. Adverbs of Place :—

here	there	where	whither
thence	hence	whence	hither
above	below	beyond	thither
yonder	wherever	wheresoever	whithersoever

3. Adverbs of Manner (from Qualifying Adjectives) :—

sweetly	well	slowly	swiftly
bravely	truly	softly	petulantly, etc.
honestly	adroitly	abruptly	

4. Adverbs of Degree :—

very	just	greatly	sufficiently
too	enough	little	intensely, etc.

5. Modal Adverbs :—

maybe	perhaps	probably	possibly
presumably	positively	surely	not, etc.

 VII.

CONNECTIVES—Classified.

I. Coördinate Connectives are :—

1. Copulative :—and, both . . . and, as well as, also, besides, furthermore, likewise, etc.

2. Adversative :—but, whereas, still, yet, on the contrary, nevertheless, etc.

3. Alternative :—or, nor, neither, neither . . . nor, either . . . or.

II. Subordinate Connectives are :—

1. Conditional :—if, tho, unless, except, etc.

2. Relative Pronouns :—who, which, that, what, as, but, whatever, whichever, whoever, etc.

3. Relative Adverbs :—where, when, why.

4. Conjunctive Adverbs :—

a. Time :—after, as, before, ere, since, till, until, when, whenever, while, etc.

b. Place :—whence, where, wherever, etc.

c. Degree :—(as much) as, (more) than, the . . . the.

d. Manner :—(as well) as, as, etc.

e. Cause :—as, because, for, since, etc.

f. Reason :—because, for, since, etc.

g. Purpose :—that, in order that, so that, etc.

5. Prepositions :—

aboard	around	beyond	like
about	as to	but	notwithstanding
above	at	by	of
according to	athwart	concerning	off
across	before	down	on
after	behind	during	out of
against	below	ere	over
along	beneath	except	past
amid	beside	for	round
amidst	besides	from	save
among	between	in	since
amongst	betwixt	into	till

thru	toward	until	upon
thruout	towards	unto	with
to	under	up	within, without

VIII.

PARTS OF SPEECH—Definitions.

I. Noun.—A Noun is a name, or the specific expression of any substantive idea.

II. Pronoun.—A Pronoun is a word used for, or instead of, a noun.

III. Verb.—A Verb is a word that asserts action, being, state, or quality of its subject.

IV. Infinitive.—An Infinitive is a word used to express an idea of action, being, or state.

V. Adjective.—An Adjective is a word used to express an idea that qualifies or limits ideas expressed by nouns.

VI. Adverbs.—An Adverb is a word used to express an idea that modifies ideas expressed by Verbs, Infinitives, Adjectives, and Adverbs.

VII. Connectives.—Connectives are words used to express the ideas of the relations existing between different ideas, between ideas and judgments, and between different judgments.

VIII. Exclamatives.—Exclamatives are words used to express surprise, enthusiasm, sentiment, scorn, hatred, admonition, admiration, disregard, regret, remorse, etc.

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